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ABSTRACT

The experiences of a delegation of college and university presidents during a visit to the People's Republic of China (PRC) in July 1981 are recorded. The delegation visited over 20 universities as well as primary schools and middle schools in 5 provinces, hospitals, museums, and a commune. The mission resulted in a formal educational exchange agreement between the PRC and the American Association of State Colleges and Universities (AASCU). In the report, 15 higher education leaders give their impressions of the Chinese education system, culture, and people. Contents include a delegation roster, political and administrative map of the PRC, itinerary, introduction by AASCU President Allan W. Ostar, six essays, notes from delegates' remarks on prospects for change, notes on follow-up activities, and the texts of agreements drawn up. The essays include: "A Frame of Reference of the People's Republic of China" (Dallas K. Beal); "A Visit to the People's Republic of China" (Leslie Malpass); "Lower and Middle Schools in China" (Leslie Malpass); "Higher Education: Policies" concerning educational environment, ministries, integration in educational functions, and educational in-breeding (Thomas B. Day); "Higher Education: Facts and Facilities" concerning faculties and facilities (Leonard C. Nelson); and "Highlights from the China Log" (excerpts from Stephen Horn's journal). (MSE)

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IMPRESSIONS OF CHINA 1981

A Report by a Delegation
of the
American Association of State Colleges and Universities
to the People's Republic of China

June 19 – July 11, 1981

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"AASCU regards itself as an old friend of China . . ."

Allan Ostar
President, AASCU

"In our hearts everyone knows we should learn from advanced countries such as the United States. We can now learn openly from foreign countries. I believe a new era has begun . . ."

Vice Minister Huang
Chinese Ministry of Education

AASCU DELEGATION TO THE PEOPLE'S REPUBLIC OF CHINA

June 19 – July 11, 1981

President Dallas K. Beal
State University College
at Fredonia, NY

President Richard R. Bond
University of Northern Colorado

President Herman R. Branson
Lincoln University, PA

President Myron L. Coulter
Idaho State University

President Thomas B. Day
San Diego State University, CA

President Stephen Horn
California State University
at Long Beach

President Hugh La Bounty
California State Polytechnic
University-Pomona

President Alex B. Lacy, Jr.
Sangamon State University

President Earl Lazerson
Southern Illinois University
at Edwardsville

President Leslie Malpass
Western Illinois University

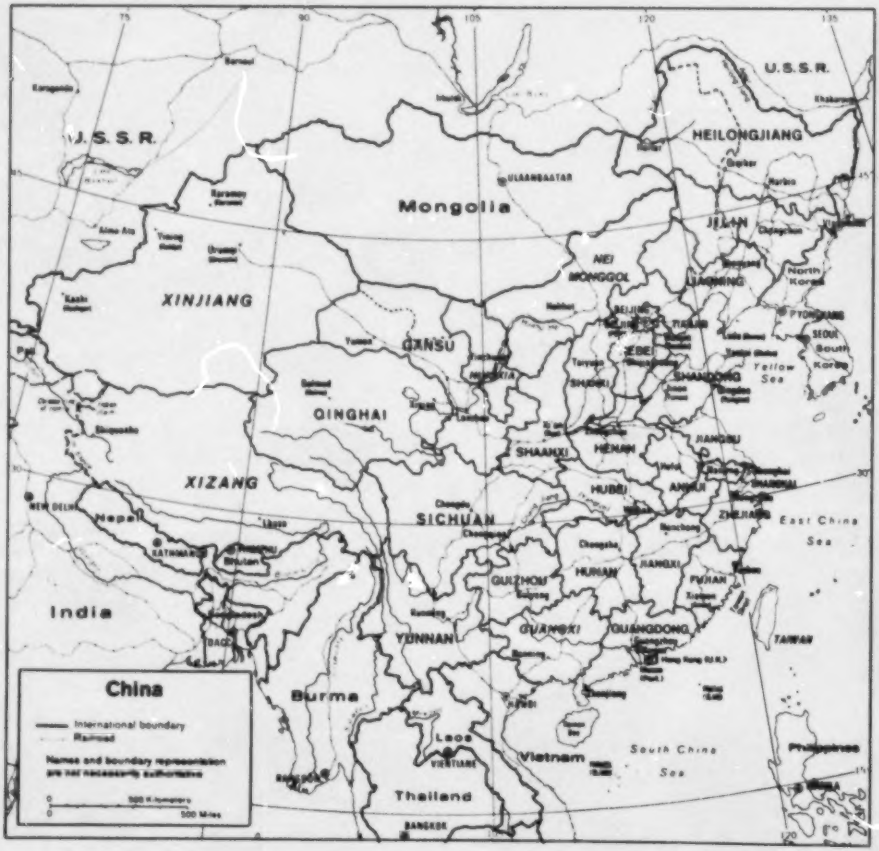
President Leonard C. Nelson
West Virginia Institute of
Technology

President Allan W. Ostar
American Association of State
Colleges and Universities

President Frank E. Vandiver
North Texas State University

President Gregory Wolfe
Florida International University

President John C. Wright
University of Alabama
in Huntsville



Political and Administrative Map of the People's Republic of China

ITINERARY OF THE AASCU DELEGATION TO CHINA

June 19 – July 11, 1981

June 19 LA to Tokyo	PRC briefing for AASCU delegation given by Dr. Richard Baum, Professor of Political Science at UCLA, Los Angeles International Airport Departure for Tokyo
June 20 Tokyo	Arrival in Tokyo Overnight in Tokyo
June 21 Tokyo to Beijing	Arrival in Beijing Meeting in the Beijing International Airport with Li Tao, Director of the Bureau of Foreign Affairs, Ministry of Education
June 22 Beijing	Visit to Beijing Normal University Visit to Tian An Men Square Meeting at the U.S. Embassy Dinner for the AASCU delegation hosted by the Vice Minister of Education for Science and Research
June 23 Beijing	Half of the delegation visits Beijing Teachers' College; other half of delegation visits Beijing Institute of Engineering Visit to the Temple of Heaven Visit with David and Isabel Crook, founders of the Beijing Foreign Language Institute Attend a joint performance of the Beijing and Houston Ballet Companies
June 24 Beijing	Visit the Great Wall Visit the Ming Tombs Visit the Military Museum in Beijing

June 25 Beijing	Visit Mao Zedong's Mausoleum Visit Old Summer Palace Visit the Beijing Zoo Half of delegation visits Beijing Institute of Chemical Engineering; other half of delegation visits Beijing Agricultural University AASCU banquet for Chinese hosts
June 26 Beijing to Xi'an	Visit the Laboratory or Model Middle School of Beijing Normal University; Ostar, Lazerson and La Bounty at Ministry of Education Lunch at the National Association of Chinese Correspondents and the National Press Club Visit the Forbidden City Travel to Xi'an by air
June 27 Xi'an	Visit to Northwest China University Half of delegation visits Xi'an Institute of Metallurgy and Construction Technology (Architecture Institute); Other half of delegation visits Shaanxi Normal University Attend Xi'an Opera Rehearsal Hall performance
June 28 Xi'an	Visit the Tomb of Emperor Ch'in Shih Huang Ti Visit the Hua Qing Hot Springs Visit the Ban-Po Excavations Visit Shaanxi Provincial Museum
	Group I (Branson, Coulter, Horns, Lacy, Lazerson, Nelson, and Ostars): departure for Chengdu by train
	Group II (Beal, Bonds, Day, La Bounty, Malpasses, Wolfe, and Wright): departure for Wuhan by train on 6/29

GROUP I

June 29 Chengdu	Arrival in Chengdu Visit Du Fu Memorial Site Visit the Temple of Wu
June 30 Chengdu	Visit Chengdu Institute of Telecommunication Engineering Visit Chengdu Institute of Geology
July 1 Chengdu	Visit Tien Yuan Commune (Wu Kwei Brigade) Visit Divine Light Monastery Visit Chengdu Zoo Attend Chengdu Song and Dance Ensemble production of ancient Tibetan story

July 2 Chengdu	Half of delegation visits Chengdu University of Science and Technology (CUST); other half of delegation visits Southwest Minorities College Visit to Sichuan Teachers' College Visit to Sichuan Arts and Crafts Show, Exhibition Hall, Chengdu
July 3 Chengdu to Nanjing	Fly from Chengdu to Nanjing via Changsha Visit Nanjing Teachers' College
July 4 Nanjing	Visit Chen Xien Street Primary School Visit Nanjing Institute of Science and Technology Banquet for AASCU delegation hosted by the Jiangsu Provincial Bureau of Higher Education

GROUP II

June 29 Xi'an to Wuhan	Travel to train from Xi'an to Wuhan
June 30 Wuhan	Arrival in Wuhan Visit Wuhan Bridge, Buddhist Temple and a department store
July 1 Wuhan	Visit Wuhan University Trip to East Lake and the Provincial Museum
July 2 Wuhan	Visit Wuhan Normal College Visit Wuhan Institute of Technology and Engineering
July 3 Wuhan	Visit Han Shaw People's Commune Visit Wuhan Art Academy
July 4 Wuhan to Nanjing	Visit Hwachung Agricultural College Travel to Nanjing by air to rejoin rest of the delegation Banquet for AASCU delegation hosted by the Jiangsu Provincial Bureau of Higher Education

DELEGATION REGROUPS

July 5 Nanjing	Visit Sun Yat-sen Mausoleum Visit Temple of the Valley of Spirits (Ling Gu Si) Visit pre-Liberation home of Madame Chiang Kai-shek Bus ride to Yangtze (Chang Jiang) River Visit Jiangsu Museum
July 6 Nanjing to Wuxi	Travel by train to Wuxi Tour Taihu Lake Attend Beijing-Nanjing Exhibition of Martial Arts
July 7 Wuxi to Shanghai	Visit Taihu Workers' Sanitorium Visit Wuxi Institute of Light Industry Travel by train from Wuxi to Shanghai
July 8 Shanghai	Visit Shanghai University of Science and Technology Half of delegation visits Shanghai Second Medical College; other half of delegation visits Shanghai Teachers' College Banquet in honor of AASCU delegation given by the Shanghai Provincial Bureau of Higher Education
July 9 Shanghai	Visit Hua Shan Hospital Briefing at U.S. Consulate Visit Fudan University Reception for AASCU delegation given by Consul General and Mrs. Donald Anderson
July 10 Shanghai to Tokyo	Discussion of U.S. Consulate Departure for Tokyo Arrival in Tokyo
July 11 Tokyo to U.S.	Departure from Tokyo for Los Angeles

INTRODUCTION

Allan W. Ostar
President
American Association of State Colleges and Universities

Goals of the Mission

At the invitation of the Ministry of Education of the People's Republic of China, a delegation of university presidents representing AASCU spent three weeks in the PRC. The mission visited more than 20 universities, as well as primary schools and middle schools in five provinces, and hospitals, museums, and a commune.

The purposes of the education mission were to acquaint the members of the delegation with higher education trends and issues in the PRC; to visit selected colleges, universities, and institutes; to renew contacts initiated on the 1975 AASCU mission to the PRC; to develop linkages between AASCU colleges and universities and colleges and universities in the PRC with particular emphasis in the areas of science and technology, engineering, and social sciences at the graduate level; and to review the overall potential for AASCU programs with the PRC with a view to strengthening educational collaboration as well as internationalizing the curricula at AASCU institutions.

With respect to the program in the PRC, the agenda was also to include discussions with officials in the Ministry of Education and members of provincial higher education bureaus, and a joint seminar at the end of the mission in Shanghai to review topics and trends of mutual interest.

China Then and Now

The visit occasioned a comparison of two cultures: the one in evidence in 1975, when AASCU sent its first educational mission to the PRC, and China as it is today. The comparison yielded striking change, particularly the new emphasis upon merit and academic excellence. In 1975, a student was referred to as a worker-peasant-soldier-student and was selected by the commune or factory based on the strength of political attitudes. It was an anti-intellectual selection process, and students were taught the theory of the dictatorship of the proletariat and the refutation of Confucius.

Today, students are selected for university admission through rigorous national competitive exams that test student knowledge in history, geography, politics, science and math, and foreign language, including English. Because of the limited number of openings in the universities, only a fraction of the students who graduate from middle school win a place in the universities. Of the five million middle school graduates eligible to take the national competitive exams this year, only 280,000 will be admitted to universities.

The emphasis upon proficiency in the English language is another noticeable change. The PRC government believes that mastery of English is a necessary step to becoming a modern industrial power. For example, the Chinese alphabet has approximately 3,500 characters, impossible for programming a computer. Thus, English is required in the middle schools, and there seems to be a "hunger" among the population to learn English. The bookstores are full of books in English. People seek every opportunity to "practice" their skills with visitors. The broadcasts of Voice of America and BBC are freely heard. "With their determination and their vast numbers," Allan Ostar commented, "it should not take too long for China to possess the largest English-speaking population on earth."

Other changes struck members of the delegation as they moved among the provinces. The free enterprise system is taking root; it is now possible to borrow money to open small businesses. Billboards that bore political slogans six years ag now carry posters advertising radios, toiletries, and watches. China is becoming a consumer society.

This openness, this turning outward bodes well for the possibilities of initiating and maintaining educational exchanges between AASCU and the various educational entities of the People's Republic of China. The pages that follow record the delegates' impressions of the mission as well as their opinions about the prospects for exchanges.

A FRAME OF REFERENCE OF THE PEOPLE'S REPUBLIC OF CHINA

Dallas K. Beal
President
State University College at Fredonia, New York

Don Munro, a writer about China, draws at least two conclusions important for the U.S. visitor to keep in mind if one is to build a frame of reference at all useful in understanding the People's Republic of China (PRC). He says,

> There is no place in the Maoist conception of the self for either a private realm of beliefs or for unique and innate forces that determine individuality.

And Munro goes on to remind the beginning student of China (PRC) that "Never before have one million people lived under one regime." One is reminded continually of the vast implications of this fact.

The U.S. visitor to the People's Republic of China who fails to measure his impressions and observations against these and other facts of history, geography, and policies in this vast and complex country will unfortunately fall prey to judging what he sees in China within the context of his own country. The result often brings confusion, hopelessness, and some amount of hostility, which on occasion was witnessed in very brief meetings with U.S. nationals.

One should remember also that the PRC, which is roughly the size of the USA, feeds, clothes, and shelters four times as many people on a land area of which only 10 percent is arable as contrasted with over 60 percent in our country. The implications of these facts are equally as vast as Munro's earlier quotations.

A Controlled Society

The traveler in the PRC could easily miss the extent to which individual Chinese exist within a planned and highly controlled society conducted for the benefit of *all*, which is synonymous with the *state*. Controls and sacrifices and limited freedom, they believe, are necessary in order for *all* to benefit and share equitably in the modernizations the nation has advanced for its future progress.

Thus, travel is restricted by the necessity of permits, communication technology as a Westerner knows it has no wide audience, and individual expression contrary to or critical of state policy is viewed as counter-revoluntionary and therefore damaging to everyone. (The recent attempt to remove abstract U.S. paintings from the Peking exhibit is illustrative of their fears regarding individual expression in the arts.)

There remains in the view of visitors to China a difference in opinion about whether under the *modernizations* of the present government controls are any the less numerous or aggressively enforced than before. That three young faculty members from People's University were severely criticized for seeking out one American president to learn about study in America, and doing so without permission of the university, rather clearly illustrates the extent of the control over movement of people and communication with foreigners.

Thus, for the visitor to the PRC who does not venture beyond the planned itinerary, restraint rests more on matters of general unfamiliarity, language deficiency, and currency issued to foreigners. For the visitor who plans to take up residency on or near a university, the daily experience lasting for months or years one suspects would be of a very different order of control.

The Cultural Revolution

China still reels under the impact of Mao's Cultural Revolution. Chinese officials with whom we met had no hesitation in expressing how devastating this affliction imposed by Mao has been. Frequently officials forget even to place the seriousness of this blunder, which ended with the conviction of the "Gang of Four," in a context which mentions the chairman's significant and lasting revolutionary contributions.

However, the antagonisms born of the cultural revolution are not universal by any means, visitors are told. Pockets of "far left" beliefs exist and cut across almost all societal constituencies and in the event the "modernizations" seem to falter, the fear exists that the zealous political activity of the late sixties and early seventies may well emerge.

Population vs. Resources

It is for the student of economics to comment on the applicability of the Malthusian theory that the geometric progression of population will outstrip the arithmetic progression of the means of subsistence, resulting (for China) in poverty being man's inescapable lot.

For the present, the China visitors see is feeding its people. We saw no ill fed or poorly clothed people, nor was there obvious evidence of acute sickness, disease, or malnutrition. However, in the recesses of the mind there exists the seemingly inescapable belief that China teeters on the brink of famine, protected by what to the foreigner is the fragility of an irrigation ditch.

Fluctuations in rainfall, the undeveloped means of transporting food and equipment, and the critical need for additional power to drive production remain as factors which are not offset by China's success in achieving restraint in population growth.

Economic Pragmatism

The positive results of economic pragmatism over the Communist ideology that prevailed during the Cultural Revolution were noticed almost immediately by those who had visited China five or six years ago.

The availability of consumer goods, the increased activity in housing construction and other factors create the true feeling of rebirth of the PRC. Stores in major cities are well stocked. Ads appear on billboards, and markets with independent "hawkers" are the norm rather than the exception.

However, beneath and somewhat apart from the throbbing of manufacturing and building, the government must contend with economic problems of a magnitude that is serious and certainly comparable to other nations of the world. These include inflation at about 6 percent a year, energy shortages causing factories to produce at 10 percent capacity, national budget deficits since 1978 averaging 10 percent a year, and unemployment which in Shanghai has reached the one million mark.

Still, economic and political modernization moves forward and people we are told remind each other that "things are better than in the past" and I believe this is certainly true. How long suffering will the youth of China be as the Japanese visitors, in particular, flaunt their new wealth? The youth of China will look to the future and already show signs of being intolerant with old cliches about how better life is presently.

A VISIT TO THE PEOPLE'S REPUBLIC OF CHINA

Leslie Malpass
President
Western Illinois University

At 1:30 p.m., Sunday, June 20, 1981, 15 university presidents from the United States, accompanied by the five lucky wives who were chosen by lot (Win was one of them) were welcomed at the Beijing International Airport by the Director of the Bureau of Foreign Affairs, Ministry of Education. The V.I.P. Room at Beijing Airport was the same one used to welcome U.S. Secretary of State Alexander Haig one week previous. I wondered if the airport was as deserted then as when we arrived; it reminded me of the Peoria Municipal Airport on one of its slower days . . .

Here we were, fresh from an overnight stop in Tokyo, ready to spend 20 days in six Chinese cities. Our mission is twofold: (1) to observe trends in higher education in the People's Republic of China and, (2) to determine the feasibility of student/faculty exchanges between AASCU institutions and comparable colleges and universities in China, especially provincial (state-supported in contrast to federally-supported) institutions of higher learning.

After a short rest, complete with tea or orange "squash" (soda)—and a welcome from Li Tao, Director of the Bureau of Foreign Affairs, Ministry of Education, who introduced the two interpreters who would stay with us throughout our three-week visit—we boarded two new 15-passenger air conditioned Toyota buses and were taken to the Peace Hotel in downtown Beijing. (Detroit, where were you? Toyota got the fat contract by which courtesy buses are provided for the travel of small delegations in virtually every Chinese city.) On the way to the hotel we saw many sights of interest, including some universities and tourist attractions we would visit on other days.

First Impressions

First impression: Very nice! Modern, civilized, orderly, attractive city and people . . . . Second impression: Where did all those bicycles come from? (There are 14 million bicycles in China; it seemed at least one-fourth of them were in Beijing.) Chinese have and use bicycles like Americans have and use automobiles, even to ringing bells to warn pedestrians and other cyclists as Americans toot their

horns . . . . Third impression: The hotel isn't *really* down this narrow street? Surely the lobby is larger? The concierge speaks English? The hotel rooms were most adequate. We enjoyed excellent floor service and dining throughout our stay in China. Chinese hotels already know that most Americans want a breakfast of fruit juice, eggs *cum* bacon/ham, toast and coffee—and such is provided every morning to all except those who order Chinese breakfasts the night before. Dinner is served at lunchtime but there is very little difference between dinner and supper in China; they consist of 7-12 course meals served in family style and in bite-sized portions so chopsticks (readily mastered) can handle the dish-to-mouth succulencies. Chinese food is wonderful!

Between Monday, June 21, and Friday, July 10, members of the AASCU delegation visited 19 institutions of higher learning, three "lower" schools (one elementary, two high schools), an agricultural commune, and two hospitals in one of which we observed two operations performed with acupuncture as the anesthetic. Additionally, we enjoyed all the places of historical and contemporary interest we were taken to by our local hosts or which we visited on our own. Contrary to our expectations, we had complete freedom of movement everywhere we went. Consequently, I was out of our various hotels by 6:30 virtually every morning, observing mostly older Chinese people in their graceful and slow-moving exercises, visiting the neighborhoods, or talking with students who used me for practicing their conversational English.

Beijing

Beijing in many respects is comparable to Washington, DC—the national capital, a beautifully planned and laid-out city, a center of culture and the arts, and a mecca for the masses. In addition to visits to six universities there, memories come rushing *ex cortex* of Tienam Square, the Great Wall, the old and new Emperior's palaces, the Forbidden City, outstanding restaurants, the Press Club and temples galore. No wonder the peasants revolted in 1921! I doubt that anywhere on our planet was such profound excess observed as in the Forbidden City, where a succession of emperors, each with at least two empresses and 600 concubines, lived in luxury difficult to describe. It is said that one meal for an emperor would have fed 5,000 peasants. To our knowledge, neither Egypt nor Rome nor Versailles matched the opulence of housing, dress, food, statuary, gardens, and pools that the Chinese emperors enjoyed. It is perhaps a reminder to the thousands of Chinese who visit the Forbidden City, particularly on Sunday a day of rest although not of worship, that living under Chinese royalty cost a heavy price for the common people. The new and old Emperor's palaces were similarly extravagant.

The six days in Beijing, including one used to visit the Great Wall, ended too soon. On Friday evening we flew to Xi'an via a two-propeller, 90-passenger, non-air conditioned airplane. The un-uniformed stewardesses were pleasant, plying us with ice cream, bags of candy, hot tea or soda and souvenir pins throughout the flight, which ended in pitch blackness since the Xi'an Airport turns off its lights at 10 p.m.

The ubiquitous Toyota buses took us to our hotel, which is one of nine buildings on a compound built during the "Russian era." Huge, high-ceilinged rooms,

marvelous gardens and excellent food were provided us for three days. An incidental note: The insides of public buildings in China often lack paint; they tend to have narrow foyers and few electric lights. The 50 key universities (those who are on highest priority for quickest development of their academic programs) and federal buildings are the only ones which seem to have been painted recently. Low budgets apparently prevent the internal painting of provincial colleges and universities and minor government buildings. The hotels housing foreign visitors, on the other hand, are bright with new paint, good beds, and air conditioning. (In hotels which are centrally air conditioned, the air conditioning is turned off at midnight and turned on again at 7 a.m. One gets used to maximizing the temperature during the early evening hours.)

Xi'an

Xi'an, a city of 800,000 in northwest China, should be visited by every foreigner who has the time and money to get to it. For several centuries it was the capital of the country, the gateway from the desert/mountainous west to the populated, fertile east. Even today, more than 80 percent (roughly 800,000) of the population lives east of the Xi'an longitude, roughly in the eastern third of the Chinese mainland.

In addition to the Large Goose and Small Goose pagodas; Banpo Village, a Neanderthal settlement remarkably well-restored; and, the Ming emperor's tombs and concubines' quarters, one of the world's most outstanding archaeological exhibits is now open to the public. Six thousand out of 15,000 human-size ceramic figures, all of which ultimately will be uncovered and shown, stand in military formation as they were individually carved, molded, and cast 600 years ago, as if to protect their liege lord as he slept forever in his tomb. Unfortunately, some Japanese businessmen have contracted for the photograph concession inside the archaeological digs, but samples of the soldiers and military horses are available for tourist picture-taking in the busy commercial compound that serves as an entrance to the site. Oh, yes—we also visited two universities in Xi'an over the weekend we were there.

Our AASCU group split into two upon leaving Xi'an Monday afternoon. One went southwest to Chengdu, another ancient capital only recently opened to tourists. Our group traveled by rail southeast to Wuhan, a bustling metropolis on the Yangtze River. Wuhan is one of the three "furnace cities"—not because it is the Pittsburgh of China, with huge steel mills, but because it is uniformly *very* hot . . .

The train ride was epochal: Our group of ten, including Mr. Chang, the interpreter, was assigned three four-person first-class compartments. Window screens and small rotating fans substituted for air conditioning. Leaving Xi'an at 1:30 p.m., we rode east until midnight through dry, barren, sandy, mountainous country not unlike that of northern New Mexico and Arizona. Most of the land was cultivated with corn, sweet potatoes, soy beans, rice, and other vegetables in the bottomlands. Communes were frequent and peasant brigades tilled the fields. Not once did we see a tractor. Caves dug in the hillside presumably provided housing for some workers—

and certainly occasional relief from the hot sun. A typically excellent eight-course meal, replete with beer and orange drink, was served on oilcloth-covered dining car tables. It was fun to visit with an occasional English-speaking passenger or to sign-language with the railroad personnel throughout the night. But it was hot.

Wuhan

We arrived in Wuhan at 9 a.m., rested in an elegant paint-needing railroad depot lounge until our baggage arrived, and then went—by Toyota bus—to a fine old comfortable downtown hotel.

The group visited several universities, enjoyed an afternoon boat ride on a beautiful lake, saw two stage presentations on successive evenings, rode the ferry back and forth across the Yangtze for the equivalent of three cents—a better bargain than the New York City Staten Island ferry—and visited an agricultural commune during our five-day visit. Wuhan University and the Academy of Fine Arts, where we were treated to an afternoon concert by some extremely talented instrumental and vocal students, were places of particular interest.

The agricultural commune we visited is about 30 kilometers from Wuhan. Approximately 30,000 people live there and work on fertile, well-kept tea and rice plantations. The commune is relatively self-dependent and sends approximately one-eighth of its produce to the federal government. (A common governmental tithe, we understand.) We stopped at the main village for orientation by the elected mayor, visited a tea plantation and walked down the main street, followed by hordes of children and some adults. We passed the school and asked to visit the hospital and clinic, where we were impressed by the medical care provided at practically no cost to all residents. (This is true throughout China; about 60 cents U.S. per year per individual, plus a few cents per dispensary visit, pays for all drugs, preventive health care, and medical/surgical treatment. Hospital aides, nurses, and physicians receive approximately $40-$200 per month according to their status and years of experience. This is approximately the same salary range received by factory workers, government officials, and university professors . . . .) On the way back to the buses, we were invited into a typical four-room house. The mother of a small child was there; she was courteous and pleasant, answering questions through our interpreter seemingly without reservation. The home furnishings were modest but the size of the rooms, cleanliness, variety of adequate food, furniture, and decorative articles suggested a reasonably comfortable standard of living for that family and others like them. Incidentally, amplifiers throughout the commune, especially in the agricultural areas and cottage-industry factories, supplied music and news of local and national interest throughout the day—not unlike the attempts of U.S. industry to relieve the monotony of assembly-line work in our factories.

From Wuhan's airport, slightly larger than Macomb's, we flew an hour on a prop plane to Nanking, one of the most beautiful cities in China. Wide tree-lined streets, pleasant houses and apartment buildings, parks and lakes, a hotel rivaling Chicago's Continental Plaza, and many beautiful temples, pagodas, and the monument to Sun Yat-sen, were points of interest. We visited two universities in Nanking

and spent one evening viewing a classical martial arts demonstration in a city sports arena that reminded us of a U.S. university basketball facility. Our hosts made a point of taking us to the bridge which crosses the Yangtze River, a feat of engineering of which they are justly proud.

Wuxi

A short train ride brought us to Wuxi, where we spent most of two days and one night. Wuxi is a marvelous resort community with very modern hotel facilities. In addition to a spectacular boat ride on one of the three huge lakes in the area, we visited a sanitarium for older, tired, or chronically-ill workers, who come for periods of two weeks to two months for rest, rehabilitation, and/or acupuncture treatment. The facility was plain but medically adequate. The medical staff were proportionately numerous, capable, and kind to patients and their visitors. The setting, on an island in the middle of the lake, was magnificent. There were four facilities for older people in this area; the one we visited was reserved specifically for factory workers. There must be some other such facilities for older people in other areas of China but perhaps none could be so attractive as the one at Wuxi. Patients, incidently, receive free care and are admitted on a medical need, first-come first-served basis. It is open all year round.

Shanghai

A three-hour train ride on Tuesday afternoon, July 7, brought us from Wuxi to Shanghai. This is a truly cosmopolitan city with all the amenities for foreign visitors. The Jing Jiang Hotel is first-class; we thoroughly enjoyed our eighth-story suite in the new building and the outstanding cuisine provided by the hotel. During our three-day stay in Shanghai, we visited three universities, including Fudan University, one of China's two best. The Vice President for Academic Affairs, is an internationally known biologist and was most gracious in showing us the extensive campus, even though it was hot and he is 75 years old.

Another highlight of our Shanghai visit was witnessing two operations performed under acupuncture anesthesia. The slides turned out beautifully and one can clearly see the fist-sized tumor removed from one patient's skull and surgery performed for the removal of a tumor in the cheek of another patient. An illustrated lecture on acupuncture anesthesia followed our observation of the operations.

For us, learning about the system of education in China was the most important aspect of our trip—but learning about the people and their customs, viewing historical and contemporary places of interest, and getting acquainted with our hosts made our visit one of the most pleasant experiences in our entire lives.

INFORMAL OBSERVATIONS

Hugh O. LaBounty
President
California State Polytechnic University, Pomona

First Impressions

One of the very first impressions that I had of Peking was of "people." In walking briefly through the town, I felt almost intimidated by the sheer numbers of bodies. Another first-day impression deals with smells in the city; the aromas range from garlic (which one finds in bunches on the sidewalks), to cabbages in the stands, to delicious smells out of restaurants. "Restaurant" is really not the word to use—these were eating places for the workers. Another unusual sight is the ever-present bicycle—bicycles with bells to warn the pedestrian that he is about to be hit by the cyclist. I saw no one hit, although I do not understand why somebody wasn't. The cars, not nearly as numerous as the bicycles, seem to drive with their horns.

Beijing

It became very, very obvious in our first day of meetings with the Chinese representatives that 10 years of the Cultural Revolution has had a massive impact on Chinese society and, in particular, on Chinese education. Upon visiting the Peking Normal University, we were told by the vice president of that university that the institution itself had been for all practical purposes, closed down. He spent a good part of that 10 years cleaning men's and women's restrooms; only toward the end of the Cultural Revolution was he allowed to return to any kind of teaching. Last evening when we were at the Peking Duck Restaurant, the president of the Agricultural Institute of Beijing commented that during the Cultural Revolution he was forced to move his institute on three occasions to keep away from the activists. He has reopened his institute in Beijing (we will visit that in several days) reconstructed the faculty, and now has 700 teachers and 700 students. Since the institute is currently located in the metropolitan Beijing area with no opportunity for any kind of laboratory production activities in agriculture, he is apparently looking for a new site. Again and again, the mention is made of the Gang of Four and the catastrophe of the Cultural Revolution.

It is a remarkable experience to be on the streets of Beijing, about 5:30 or 6:00 a.m., and watch the city come alive. At 5:30 there is little activity except for the Chinese exercise, but by 7 o'clock the bikes and the buses (very few cars) are filling the street as people go to work. It is also interesting to note that many people, I am told by our Ministry of Education companions, eat breakfast in local Chinese restaurants for 17 cents. They get a bowl of porridge and some kind of a meat stick, and this will hold them until their lunch. After lunch, most Chinese have a one- or two-hour break before they return to work.

On the evening that we went to the ballet, I noticed that the theater in which the ballet was held was an immense facility built by the Russians in the middle 1950s. In the auditorium, hammers and sickles were affixed to the wall in concrete. The performance combined the Beijing Ballet and the Houston Ballet, which is apparently touring China at this juncture. On the way home—it was a particularly warm evening—we noted thousands of Chinese sitting beside the road to keep cool. Under street lights, we observed young people reading their school materials in anticipation of final examinations in the next few weeks.

We are continually amazed at the two guides that we have and their apparent understanding of Chinese politics. The government and the party permeate all activities of life in China; even though the large majority of Chinese (98 percent or more) are not members of the Communist party, their lives are dominated by that party. Each person has an identity card. In Beijing the town is divided into small communes or areas, and within each of these groupings are leaders who convey governmental policy to the people and, of course, convey the people's views to the government. When we visited the Great Wall and the Ming Tombs, which should be international tourist attractions, we saw that the Chinese have not as yet developed the techniques to really take advantage of the fact that foreign visitors are flocking to these attractions in ever-growing numbers.

The hotels could do a much better job in supplying the needs of tourists in terms of everything from cosmetics and toiletries to a much more ample supply of postcards and literature on China. Our hotel is very adequately run. We have at the middle of the corridor a place where at least one, if not two or three, Chinese housemen are available at the push of a button to replenish hot water or to bring more towels. Of interest is that in each bathroom in the hotel there is a laundry bag. We put our dirty clothes in that laundry bag thinking that we could allow it to accumulate, and when it got to the point that we needed it to be washed, we would put it in the hallway. Much to our surprise that bag disappears from the bathroom each morning so in fact we have had daily laundry service. The typical day's cost for a T-shirt, underwear, a white shirt, and several pair of socks is in the neighborhood of 85 cents. Clothing comes back beautifully cleaned although the guidebooks (and I am sure they are correct) indicate that a visitor would not want to put any pure polyesters in the laundry.

I spent most of the day on June 26 in the Ministry of Education. The building is being repainted inside and in some ways reminds me very much of the Greek Ministry of Education. The hallways are rather wide and the offices are equipped with tables and chairs. I saw no file cabinets. I saw no executive desks—simply tables and chairs.

In our negotiations with the Director of Foreign Relations for the Ministry of Education, I found it necessary to be very alert to the nuances of the interpretation. It would be very helpful if one had his own interpreter so that there would be no misunderstanding as to what the discussion was really about. We discussed an agreement with AASCU, which I believe they will deliver signed to us before we leave Shanghai. The assistance we might give them in placing graduate students includes the possibility of an involvement by AASCU or the Consortium for International Cooperation in Higher Education (CICHE) in a World Bank loan of some $200 million which the Chinese will match with $100 million. I found the day in the Ministry to be most exciting and informative. Apparently, we were the first foreigners to have had an opportunity to meet in the Ministry with the Director of Planning.

Xi'an

Our flight from Beijing to Xi'an was made on a Russian prop-driven airplane. Again, the pervasive smell of garlic was almost sickening in the airplane, particularly at the time when there was no air movement in the compartment. Because it was propeller driven, it was impossible to have the air conditioning on until the plane took off.

One of the observations with reference to the differences between Beijing and Xi'an that one can make very readily is that the people in Xi'an are considerably more friendly, at least outwardly, than those in Beijing. The Xi'an children, in particular, have great interest in the foreigners, have bright smiles, and seem willing to test their very, very modest English on us. This is particularly true of the young men and women who are studying at the universities where English is required for two years. One of the highlights of our visit to Xi'an was attending the local dance and music group session in the city auditorium. There were some exceptionally fine singers and the finale was the Xi'an Symphony Band with a very good female Chinese singer. During the finale, she sang "Jingle Bells." It's almost mind-boggling to consider that as we sit in the middle of China in the town of Xi'an on the evening of June 27 when it has been hot and very, very sultry, "Jingle Bells" is being sung in Chinese and in English.

In both Beijing and Xi'an, bicycles are used for not only transporting individuals but all manner of commercial and agricultural products. It is not unusal to see large loads of hay, boxes of tomatoes and other vegetables, small children, animals, and baby chickens all attached in some way to a bicycle. Many of the peasants seem to be able to purchase bicycles (and as near as we can calculate, it would cost them over $100 American or about 182 yuan to buy one). There are literally millions and millions of bicycles in this city.

We spent all day Sunday, June 28 acting like tourists. We went to the Chen Tombs on the outskirts of Xi'an. This is where the lifelike clay soldiers that were buried with one of the emperors were discovered. We then went to visit a palace built for a concubine of one of the emperors. It was at this palace that Chiang Kai-shek was captured by the Communists in 1937 and subsequently released after

negotiating with Chou En-lai. We concluded the day with visits to the Ban-Po Excavations, which really turned out to be a self-contained museum, and then the local provincial museum.

In all of this, one can observe that the Chinese have a great wealth of significant historical artifacts to be viewed both by their own countrymen and visitors from other countries. The antiquities here are invaluable in terms of their beauty and their role in Chinese history.

It is interesting though that the Chinese have as yet to capitalize on these resources, perhaps because of the Cultural Revolution and the fact that it has only been three-and-a-half or four years since that incredibly upsetting situation was concluded in China. Nothing much has been done to develop tourist sites. Clearly, if the Chinese would put their minds to it, the sale of souvenirs, booklets, food stuffs, and refreshments could enhance their hard currency position. This would also make he visitation of museums and historic sites easier and, I think. in some ways more acceptable to tourists.

We left Xi'an today to go south on our railroad trip. The train ride from Xi'an to Wuhan was exciting and memorable. We were given compartments with four people in each compartment. The room was rather tight, but it was adequate. There is no air conditioning on the train, but there is a ceiling fan. If one opened the window in his compartment and left the door open out into the hallway and the window open on the other side of the hall, it was possible to get a reasonably good breeze. The meals on the train left quite a bit to be desired, but the food was certainly ample except for breakfast.

During the night we stopped at a number of train stations, and at one particular station, Chinese gathered around the train where the "round-eyes" were located. We were all in bed reading, but we had the distinct feeling that we were being examined by hundreds of Chinese. The train arrived in Wuhan at 9 o'clock as scheduled. Behind us was what would be called a coach car in the United States. Here Chinese families spent the night sprawled out on coach seats or any place they could find a space. The car in front of us was a sleeper car without compartments. In this car there were three bunks on each side of a very small hallway so that we had no privacy at all. The people that use this car could stretch out on a bunk, but that was about all. The Chinese travelers could purchase a dinner or a lunch or have breakfast delivered to them in a small canister. Those who had the money went to the dining car. Foreigners were served in the dining car without citizen Chinese being there. My presumption is they ate before we did. All of the food that was served on the train was prepared in the dining car in a very, very small kitchen. We found out on the train that cold beer cost additional money, and therefore most of the Chinese are content with drinking it warm.

Wuhan

Last evening we took a ferry boat across the Yangtze River. Here we had an opportunity to observe Chinese people and see the Wuhan Bridge from the level of the Yangtze River. It is very clear when one examines that bridge that without it

economy and commerce would be certainly stifled. Everything had to be ferried across the river. I had been kidding that I would like to swim in the Yangtze River as Chairman Mao did in 1958-59. After seeing the river and experiencing its smells, there is no way that I would want to even put one foot beneath the surface. The river has a very, very strong current going down to Shanghai.

The size of families is restricted by government decree to only one child. Contraceptive devices—the pill and others—are readily available. If a family has two children, they do not get support for the second child. After a third child, the government starts to tax the family; therefore, the Chinese government is apparently having some success, particularly in the urban areas, in reducing family size.

Our male guide from the Ministry of Education has one daughter. He would like to have more children but as he says the government will not permit it.

One of the more interesting aspects of our visit to Wuhan has been the discussions initiated by students at Wuhan University who are studying English. When we were at the university, students would certainly take the initiative and come up and introduce themselves, ask where we were from, and then proceed to launch into a discussion using their rather broken English. It is interesting that the accent that the Chinese student uses is directly related to the nationality of the teacher of English. There are some with a distinct British accent and there are others with an American sound to their English. There is considerable interest and concern about the racial situation in the United States. This seems to emanate from certain pictures that are shown in China. At Wuhan yesterday several of the students were commenting most positively on the picture, "Guess Who's Coming to Dinner," with Spencer Tracy and Katherine Hepburn.

The Chinese students are bright-eyed and very excited about the opportunity to talk to somebody using their new second language. At the theater last evening, I was seated next to a young man who was a student at Wuhan. He proceeded throughout the entire song and dance show to describe to me exactly what was being said, describing the ballet, translating the songs, and explaining the slogans in the theater. It was very helpful to me and it gave the student considerable opportunity to use his English. He would intersperse his descriptions with, "Did I say that right?" "Was that correct?" and "Or do you say this?" So, in fact, I spent two very wonderful hours watching the show and giving modest instruction in the use of the English language.

Yesterday, the group met a young American teacher at the Wuhan Normal Institute. She had been a teacher of English there for two years and comes to Wuhan from Brooklyn, New York. We invited her to join us for the song and dance act later on. She shared a great deal of her experiences with us. She was not told that we were coming yesterday, and indicated that things were painted in anticipation of our arrival. She said that she had given the library 1,200 books, but these books would be accessible only to the faculty. She said that inflation had gone up considerably in the two years she had been here. She had suggested to the Normal College that certain American singers be played over the loudspeaker and she specifically suggested Joan Baez. Joan Baez was rejected by the administration because she

wasn't on the approved list of twelve. Subsequently, she indicated that "Jingle Bells" became very, very popular in China and that, of course, explained the "Jingle Bells" number at the song and dance show in Beijing.

General Observations

Some comments on the Chinese food and food service: Breakfasts have been marginally O.K. Generally, we are served a rather large pile of toast. The bread is very good. Butter ranges from very good to unpalatable. There is always some jam, and then coffee or tea along with an egg or eggs, prepared either as boiled eggs, fried eggs, or scrambled eggs. The eggs range from one egg to three eggs depending on the hotel and the locality. Lunch is usually a four- or five-plate meal. It generally includes some kind of fish, a vegetable, and almost always pork and chicken. Lunch is served with your choice of an orange drink or beer. Dinner, again, is a five- or six-plate affair with pork, chicken, some vegetables, and usually some seafood. Both lunch and dinner were generally excellent.

When we went to an official dinner, as we have on four or five occasions, the dinner has an hors d'oeuvres setting that usually includes mushrooms, very thinly sliced meats, and often a hard beef or pork tasting much like beef jerky in the United States. Then come the plates of food with beef, chicken, fish, etc. At an official dinner hosted by the Chinese, it is their practice to serve the foreigners, so you will find that your host will use his chopsticks, first to serve your plate and then his. The toasting here has not been the same routine that we had in Taiwan. Generally, you will have one or two toasts. The proclivity to "gambay" as they did in Taiwan is not seen here although you will find on occasion a Chinese host who likes to tip one in a single gulp. Generally speaking, the Chinese here do not drink all that much at dinners. More often than not, I have observed that the Mai Tai and the glass of wine, the two smaller glasses, are still full when we leave. Of course, as soon as one of those glasses is emptied it is refilled. The Chinese hosted dinners have always been happy occasions and ones where the food is abundant. It leads one to wonder how what we ate compares with what the peasants have for their meals.

LOWER AND MIDDLE SCHOOLS IN CHINA

Leslie Malpass
President
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Current unwritten government regulations dictate that Chinese people cannot marry until age 25 and that couples can bear only one child. Factory workers, government officials and others are trained to detect morning sickness and to report the symptom-bearer to authorities. These regulations were not in force until the end of the Cultural Revolution in 1978. Consequently, school-age children are much in evidence throughout the Chinese cities visited by the AASCU delegation. Children in the lower schools (grades 1-6) often wear colorful red kerchiefs and carry backpacks with school books in them. Middle school pupils (a 3 + 3 arrangement is followed, similar to the junior high school-senior high school grades in the U.S.) usually carry books under their arms or in satchels to and from school. School uniforms were not observed, as in Taiwan–at least in the hot month of June. It is not uncommon to see children studying their homework lessons under dim street lights. It was reported many times that both lower school and middle school pupils study an average of 1-3 hours per night, six nights a week, in addition to the "independent study" periods they may be permitted during the school day.

Apart from seeing thousands of pupils going to and from school and talking to many middle school and university students as well as adults about the behavior of such students, our formal observations were limited to visiting one lower school and two middle schools. One of the latter was a prep school associated with Beida University, Beijing, where the students we talked to all used fluent English and were children of professional people or government workers. The other two schools we visited were located in working-class neighborhoods.

Schools are very much alike in the six cities we visited. They are organized and run much like U.S. elementary and secondary schools. The principals and teachers perform similar functions to ours. Schools are open six days a week, eight hours each day. The curriculum is organized in a manner similar to ours, although variations in content and emphasis obviously occur.

In the lower schools a strong emphasis is given to reading and calligraphy. Children learn more than 3,000 Chinese characters within four or five years; most are adept and neat in their writing of them. Arithmetic is also taught throughout

the first six years, along with rudimentary courses in Chinese culture–history, geography, "modes of thought," and the arts. Physical education apparently is practiced every school day in one way or another; all schools we visited or saw had basketball courts marked off in their outside play areas. Singing and dramatics, at increasingly sophisticated levels, are part of the required curriculum in the lower schools. Parents of lower-school children pay one Chinese dollar (60 cents U.S.) per year tuition for each child enrolled.

Lower school children in the cities are encouraged to prepare for the lower-middle or junior high schools (grades 7-9). Approximately one-half of the junior high school graduates are accepted into upper-middle schools (grades 10-12) on the basis of national examinations administered simultaneously throughout the PRC.

Classroom behavior in both lower and middle schools was exemplary. In the lower schools, most classrooms had 48-60 desks. The children were attentive, responsive to the teacher's requests for individual or group recitation and other assignments, or they read or wrote assignments quietly. Variations in pedagogy occur, with teachers alternating didactic presentations and explanations, pupil-recitation, blackboard drill, pupil-dyads asking and responding to questions, etc. Pupils were courteous to their teachers and to each other but seemed lively and enthusiastic when asked by their teachers to respond to questions.

Our observations and discussions with high school and university students suggest that a high premium is placed on being accepted into the high schools, presumably since it is the tracking system used for preparing for higher education, white collar positions or higher-status factory jobs. During the six years of junior and senior high school, each student receives 5,554 hours of instruction; 304 hours in physics and chemistry, respectively; 384 in "politics" (called political economy in some high schools and universities); 384 in sports; and an assorted number of hours in whatever elective subjects are available. Class periods are 45 minutes in length with 15-minute "breaks" between classes and two hours for lunch, rest and relaxation during the middle of the day. All students are expected to take at least six hours of classwork each day, six days a week.

The two high schools we visited were similar to U.S. and European high schools in organization, facilities, equipment, pedagogical methods, and curriculum content. All high school students elect a foreign language; approximately one-half of them throughout China are now studying English, with Japanese the next most-favored foreign language. Apparently the Ministry of Education determines the approximate number and percentage of students who study various foreign languages in both high schools and universities, although this observation was not directly validated. Marking is based on a decile system with 60 as a passing grade and 100 as a perfect score. In most schools there are two major examinations each semester and, from what we observed, these are ordinarily the only criteria used to evaluate academic performance.

We visited classes in English at the sophomore-junior level, and those at the junior-senior level in the sciences and the arts. Senior students escorted us to science laboratories in the two high schools we visited. Students we talked to were capable, courteous, interested in answering our questions and asking others of us, curious about American schools and proud of their own. Almost all of them ex-

pressed the hope they would be in the top five percent of high school students nationwide who are selected to go to a college or university. They seemed delighted with their studies and appropriately informed about the subjects they were currently enrolled in. In response to our questions, they almost uniformly indicated that a college education was the pathway to vocational success in later life.

It is not uncommon to have a factory manned mostly by full-time workers associated with urban high schools. One high school we visited had a factory manufacturing electrical parts employing high school students two hours per day and during parts of the winter (4-week) break and summer (8-week) break. The high school students we met, so far as we could determine, were not selected by their teachers to be our guides but, rather, were permitted to leave their "independent study" classes on a voluntary basis. They seemed highly motivated towards academic success and capable of conversing with adults without timidity or deference; they also demonstrated a frankness in answering questions about their schools, about their studies and themselves that compared very favorably with the better students in U.S. high schools. On the other hand, it is evident that there is a wide range of abilities among Chinese students, just as there is among children in every land. Some are brighter than others; some are more diligent than others in pursuing their studies; some have higher ambitions and are more persevering. Perhaps the most striking difference we observed between Chinese high school students and many U.S. teenagers was the appreciation of their opportunities simply to attend high school rather than being placed in the work-force following completion of their junior high school studies. Another striking difference was the almost intense desire on the part of students we observed to do well, granted that success carries with it in China the opportunity to join the "educated elite." In fact, only one out of five high school graduates in the PRC is admitted to college or university, and this on the sole basis of national examinations administered throughout the PRC simultaneously at the end of the academic year.

The opportunity to observe lower and middle schools in China sheds some interesting light on the preparation of college and university students whom we encountered during our visit.

HIGHER EDUCATION: POLICIES

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Educational Environment

The size of universities and colleges and institutes is ultimately controlled by a policy that all students (and, usually, faculty and staff and families) live at the institution. This strikes me as contradictory to the declared aim of much-expanded access. I believe I understand the origin of this strongly felt practice—better environment for the students, better control of the total education, etc. But it is an unwieldly policy. All the more so if the current strong drive to limit couples to one child is successful for a generation—one replacing two, in 20 years, will put a strong downpull on the traditionally aged student population. If China builds more dormitories to meet its goal of more students, they will then become vacant. If it doesn't build, but maintains the on-campus residence tradition, the percentage of higher educated population will fall. Only by allowing nondormitory commuters can they meet their access goals. Yet, this will induce great strains—politically, socially (many institutions are out of cities, hard to reach), educationally (different kinds of faculty)—in other words, all the problems the United States experienced in the era 1935-65 in changing from a predominantly on-campus population to a commuter population. How the Chinese reconcile those contradictions will be fascinating to watch.

Educational Ministries

The higher education system of the PRC follows the Soviet (and, to a lesser degree, the French, German, and Italian) system of various competing ministries controlling various educational degree-granting or research organizations.

The (national) Ministry of Education (or the provincial Bureau counterparts) in principle controls all education. In reality, they have greatest influence over arts and sciences institutions. The other ministries have greatest authority not only over research institutes, but also professional colleges. Some of the competition is

good, as any U.S. university president will say in defending multiple sources of support. But in my opinion, at the present time of severe shortage of qualified middle-age (and rank) Chinese faculty, the system is dangerously wasteful of that most precious faculty resource. The generation of faculty lost to the Cultural Revolution causes a gap. That gap is aggravated by duplicated faculty of basic disciplines throughout various contiguous institutions. Moreover, there are other severe penalties to be paid from not having more comprehensive universities, including professional schools and hospitals or research institutes–tremendous difficulty in growing on the boundaries of disciplines, e.g., bioengineering; narrow-minded professionalism, e.g., engineers with no business sense, scientists not knowing anything about problems of teaching in primary or middle schools, teachers going out into communes illiterate in science or engineering or computer science, etc. Trying to bridge two institutions *de facto* responsible to two ministries would daunt the most robust faculty–and it merely rediscovers the wheel of comprehensive institutions. Given the tendency of bureaucracies to survive, this strikes me as a very intractable problem. And, it is serious, particularly in any interchange or interface with U.S. comprehensive institutions.

Absence of Integration in Educational Functions

A particularly acute example of the previous comment about separate ministries is seen in agriculture. The American land-grant system of combining higher education and specialties in agriculture (and engineering) is universally acknowledged as organizational genius contributing to the U.S.'s agricultural bounty. To me, the key ingredient is placing the research/extension political network under the control of the university–not a national or state bureau. (I understand the part played by the Department of Agriculture, but that does not diminish my point.) For China, agricultural sufficiency is of absolutely paramount importance. Great strides have been taken. But my impression is that they will be too little, too late, unless the teaching of new commune cadres, and the dissemination of research results are actively pushed locally by the agriculture colleges. If, in addition, these colleges are more closely allied with arts and sciences, agriculture education of the countryside can move more swiftly and surely. If something approaching our land-grant system, wedding teaching, experiment station research, and extension service county agents is not tried, I am afraid the huge country of China is in for cyclical agriculture regression–as it has experienced throughout its history. The key is control by the universities of the three functions of teaching, research, and dissemination.

In-Breeding

Finally, I was struck by a practice which, upon reflection, seems a single outgrowth of the forces discussed above about resident students and staff; namely, the strong practice for a university to fill its faculty ranks with its own alumni. I suppose it all springs from the traditional strong feeling for family, of one kind or

another, enhanced by the more modern inclination for uniformity and control. Nonetheless, we saw institutions with student/faculty ratios nearing 1/1, with most of the faculty inbred–again, aggravated by the products of the era of the Gang of Four. It seems to me that some conscious effort to sponsor and support mixing would have many benefits. Of course, to some degree this will be parodied by sending some faculty abroad. But that cannot make a sufficient quantitative dent on the problem. Since we have all thought through this problem of in-breeding in our own contexts, I will not belabor it here. But it does have very difficult social and political ramifications, either way–staying with the present practice, leading I believe to a ten year period of inertia and stagnation as the Cultural Revolution bunch get older; or, conscious mixing of the best with rapid promotion by movement to short-circuit the stagnant bunch without the ill effects of doing it in-house.

HIGHER EDUCATION: FACTS AND FACILITIES

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Apparently, 1,000,000 students are currently enrolled in Chinese colleges and universities. In terms of a per capita ratio this is about one-sixtieth of the comparable ratio in the United States. Since these students, it is reported, are the top students selected from a national examination, intellectually they must be the cream of the crop. If one assumes that the primary and secondary education is comparable to that received in the United States, the college student certainly should be academically capable, similar to the student in the highly selective, prestigious United States institutions, typically not the type of student that attends an AASCU institution. There is always the danger of intellectual elitism when only the top few are chosen for higher education. There is an effort currently in China to increase the number of students, which in time should improve the student mix. Some university officials talked of a plan to increase enrollments by 20 percent a year. However, this may be difficult to accomplish in terms of housing and logistics.

Quality of Faculty

A student/faculty ratio of 3 or 4 to 1 appeared to be standard staffing at all of the institutions visited. Yet, relatively few of the faculty have professional rank. Most are classified as lecturers. Some have been educated abroad and some of these were educated in the United States before 1949. There is much evidence of inbreeding, which was confirmed by one administrator, who stated that he did not want to share his top graduates with other institutions. My impression was that the faculty members are capable, with perhaps the exception of those who were "educated" during the cultural revolution. I would find them adequately qualified to teach at the undergraduate level, but I have some reservations about their qualifications to teach at the graduate level. Those with whom I talked were extremely interested in contacts with United States institutions, including opportunities to study in the United States. In view of the cultural revolution hiatus and the short period thereafter, it would seem that such exchanges would be the quickest means

of faculty improvement. This is not to say that the United States is the only place where exchanges would be beneficial.

Facilities

The libraries and the laboratories were not without shortcomings. However, from what we were told, substantial monies were being expended for both library holdings and for laboratory equipment. Yet, from my observations, the results in some instances were not all that obvious. While some of the holdings, particularly in the physical sciences were impressive, most books shelved seemed to be of the paperback variety and rather dog-eared at that. Students were not permitted in the shelving area, and it was not atypical to see a sizeable number of students waiting for book service. From my few visits to the undergraduate engineering laboratories, I would judge the equipment to be in short supply and antiquated. I was struck by the absence of students in the laboratories, although that may have resulted from the time of day of the visit. I suspect, however, that except for graduate or sponsored research, undergraduates' laboratory work does not have a high priority. Certainly there was little evidence of student work with microprocessors or computers.

By and large, the physical plant included building shells and little else. There was no air conditioning except a window unit or two in specialized areas and no obvious heating systems. One wonders how well the students function when the temperature outside is around 0°F. There are no visibly marked exit signs, no sprinkler systems, no fire alarm systems, numerous dead-end hallways, exposed electrical wiring, obstruction of all types in hallways—to name a few of the most obvious safety violations. Lighting was provided at a minimum. All hallways were dark as well as were most classrooms. In the laboratories, light was provided only over the bench where the student or researcher was working. As for the housing for students, faculty, and other employees, the dormitories were overcrowded and provided no facilities other than a bed on which to sleep. Eating facilities were of the stand-up variety offering little or no choice of food. The apartments that were provided at minimal cost to the faculty were more spartan than the accommodations on any campus in the United States.

HIGHLIGHTS FROM THE CHINA LOG

Stephen Horn
President
California State University, Long Beach

Editor's Note: The segments from President Horn's log that follow are by no means comprehensive, rather they are intended to be representative of the types of official tours and meetings in which the AASCU member delegates participated, while visiting the PRC. To provide some sense of the scope of activities, descriptions of a variety of events are included: visits to several types of schools, to a museum, to a commune, and to a monastery.

Please note that although the comments on the visits have, in some cases, been condensed, no attempt has been made to alter the eliptical quality of the notes.

Beijing Normal University
June 22, 1981

Chen Zhong Wen, director of foreign affairs, Beijing Normal University, greets us as we arrive by bus. The Chinese characters on a wall contain some advice from Chairman Mao:

> "Closely unite around the party central committee and strive for the realization of the four modernizations."

The library contains further advice from Chairman Mao:

> "Read Ernestly and Get Understanding of Marxism and Leninism."

Tsao Chu or "Eddie" is in the Foreign Language Department. His mother learned English in Shanghai. His father teaches school administration. The Red Guards forbade her from speaking English. He feels that the Cultural Revolution was bad for the country.

Xiao Jing Ro, Vice President, teaching and research:

Our university has a long history—it is one of the key universities in China. During the 10 years Catastrophe—the Cultural Revolution—we suffered great losses and some have not been restored. So the university is not perfect or ideal.

I am happy that all students who are studying here are working very hard to make up for the losses. All the teachers are also making an effort in the same direction.

There are four vice presidents—teaching and research; postgraduate; administration; and business. Under the vice presidents there are 15 departments; in each department, the dean and vice deans are in charge of the work. The president is appointed by the government. The deans and vice deans are elected by the masses—or the teachers. Deans and vice deans and the heads of research groups make up the committee to run the department.

He is a member of the Communist Party. So are most of the deans and vice deans.

Is there a required curriculum?

There is a four-year curriculum; 75% of it is required; 25% is optional. Politics, sports, teaching methodology, and foreign languages are required.

The first-year students in science and technology learn math and physics, etc. Although students are prepared to be teachers, they can go on to postgraduate work.

Each year 1,000 students are graduated; over 80% become teachers. The students come from all over the country—they will return to their native province. 30% are from Beijing—70% are from elsewhere.

Is any special effort made to attract minority groups? 10% of the students are from minority nationalities. There is a special effort to attract minority students. In each autonomous region, there is a special minority institute; there are lower standards for minority students. It is impossible to have a big proportion in the university—otherwise would become university for minority students. 300 students will be enrolled from Peking, but there are 4,200 applicants. So they try not to lower the standards too much.

Who initiates curricula changes?

Beijing Normal initiates the changes in curriculum. The Ministry of Education will do some adjustment.

How many new faculty have been added since the school reopened? There are 1,300 faculty. Professors and assistant professors total 250. 800 are lecturers. 200 are new faculty added since the Cultural Revolution; studied during 10-year Cultural Revolution and are not highly qualified. Less than 10% of faculty are party members. The members of the administration are overwhelmingly party members. The students take 2 politics classes—4 periods for foreign languages—each week for first two years.

Is there a teacher shortage in the provinces? The shortage is serious in the autonomous regions and in the mountain areas.

The coastal provinces have fewer difficulties in getting teachers than the autonomous regions and mountainous areas. There are 104 million primary students in the PRC. 10% of the children cannot attend primary schools. The basic way to solve illiteracy is to make primary education universal.

I ask: since Chairman Mao based his revolution on rural people, what is the government doing to keep urban people from having an educational opportunity advantage over those from rural areas?

Both Chairman Mao and other leaders wish to improve conditions in the rural areas, but policy sometimes varies. During the 10-year Catastrophe, the rural areas suffered the most. Now the task is to improve economic conditions in the rural areas. Without better living conditions in the rural areas it's hard to make primary school universal. In recent years, we have made great changes. There is now flourishing economic development in the rural areas.

Salary of teachers in rural areas?

If living conditions are to be improved, then we need to rely on parents themselves; the state and government cannot provide too much in expenses.

Wolfe: that is similar to President Reagan's policy in the U.S. (laughter).

University president and vice presidents are appointed by the government. Xiao used to work in other ministries; but the other vice presidents come from the faculty.

Back to rural areas, Xiao indicates that the teaching faculty members who are in rural areas are paid by the national government; others are selected by the commune or peasants themselves. Government-paid teachers receive more than those paid by communes or peasants.

What proportion of faculty are women?

30% of teachers are female; 40% of students are female.

Only this year has the PRC granted the M.A. or Ph.D.

Budget?

One-third of the budget goes to teachers' wages, one-third to equipment, one-third to administration! Money is spent on education.

Do you raise issues of money with the vice minister?

There are many factors in the distribution of money; one is the number of enrolled students; another criterion is: is university under Ministry of Education or not? Still another criterion is: is it a key one or not.

In cities, are all schools run by government?

Should have college education to teach, but at present this is impossible. Teachers in primary school should graduate at least from senior middle school. Teachers in the middle schools should graduate from the specialized colleges.

Tenure?

More or less the same!

Cost?

Education is free for students.

Are there minority groups on the faculty?

"No count of them."

I ask: Where were you in the Cultural Revolution?

He was a janitor—transferred to a May 7th Cadre School. Toward the end of the Revolution, he resumed his work as an official in the Ministry of Education.

Wolfe wonders to what extent are students required to work in the school system prior to receiving their degree?

Most students are reluctant to become teachers for primary schools. The salary for teachers in primary and middle school is rather low. Now efforts are being made to improve the situation and to raise the compensation of the staff. We are also trying to improve their social status. The universities need to do ideological work to persuade them to become teachers.

Ostar mentions the purpose of our educational mission in terms of exchange agreements.

Xiao stresses that the exchange of personnel comes first. We invite scholars to give lectures in China. There are exchanges in books and information. There are 60 teachers from Beijing Normal studying in U.S.; there are 20 American students studying here.

Northwest China University
June 27, 1981

Gong Chongchi, Vice President of Northwest China University and various members of the administration greet us.

Gong extends a warm welcome: "In the past few years, we have received quite a few foreign guests, but not 15 presidents. It is a rare opportunity to see so many presidents. We regret that time is so short and that there is not more time for detail.

This university was first founded in 1937 during the War of Resistance against Japan. It was called Northwest United University. Comparatively, the university is quite young, yet it is the oldest in Northwest China. It is a key university of the state. There are 26 specialties. **Science and Technology**: Mathematics, Computer Sciences, Physics, Chemistry, Biology, Geography, Geology, and Chemical Engineering; **Liberal Arts**: Chinese History, Political Economy, Philosophy, Foreign Languages, etc.

The university has 3,100 students; 80 are postgraduate students. There are 1,800 teaching faculty, staff members, and administrators; 900 are in teaching and research.

Research institutes exist in physics-thermo-chemistry-basic ion; basic theory of physics; local history because Xi'an was an ancient capital for 10 dynasties.

Xi'an is in the province—Shaanxi (Shen-she)—which was the center of the revolution. The Chinese department emphasizes the work of Han dynasty (206BC-220AD); History emphasizes Ching dynasty [1644-1911AD]. There is also attention given to the various border regions. We are also interested in the history of nationalities in Northwest China.

Foreigners are usually interested in departments of liberal arts.

I ask about the degree to which those from minority nationalities are on the faculty or in the student body.

Of 3,100, 15 are Moslem. Only a few special efforts are made. Since the university is under the Provincial Bureau, the students are mainly from this province. In the other departments, students come from the other five provinces in the Northwest. The sciences enroll from all over China.

Malpass wonders what academic programs are most appropriate or desirable in working with American universities.

Gong believes that in exchanges, they should be equal, but most of the time the foreign universities do us more favors. Most of the faculty are interested in basic-elementary particles and the basic sciences. . .

. . .So far no professors have taught in the U.S.

Last year, 690 students were graduated; this year 800 will be graduated.

Vice President Gong feels that overseas Chinese who come back to China to teach can help to solve the English-Chinese language translation problem. Once they graduate, most of the students stay in the province. All graduates are employed.

They want to increase the quality of the students and the number of postgraduates, but not the number of undergraduates.

More universities will be built; last year there were 39 institutions of higher learning. This year there are 42. China will invest more in education and reduce its investment in heavy industry.

Wolfe wonders to what extent the university plays a role in the economic development of the province.

Gong replies that in science and technology, the university is training specialists to strengthen the research work in the province. Now economic management, not theory, is emphasized. Most of the research tasks are set by provincial and central governments. When Branson asks what relationship, if any, the university has to the factories, there is a lot of staff advice! The university produces some instruments used in the factory.

Most faculty and students can read English--there is difficulty, however, in speaking and hearing it.

Lacy wonders how many professors were here before the Cultural Revolution and how many come back. Where were their student days spent?

Most of the faculty have graduated from the university. Average age is 45 years. From this year on, there will be graduate students from other universities teaching here. In the future, Northwest will select graduate students from different universities.

Gong admits there is a defect to have their own graduates teach; they are influenced by their teachers. But we have the advantage of getting our best students and not the less good from other universities. [We smile at that since we unload a few of ours on others]. They are encouraging lecturers and assistant professors to teach rather than to do research. 90% of courses are taught by faculty above lecturer level. There is released time for younger faculty to learn to teach.

They favor the four-year plan for undergraduate education.

Mrs. Bobbie Ostar wonders how many students, teachers, and administrators are women.

Gong indicates that 20% of the students are women; 10% of the faculty are women. None of the deans is a woman; 10% of the administration are women.

Day responds to the Vice President's query as to how we grant academic degrees.

I elaborate on the BA vs. BS and what it means for greater specialization in a major.

Wolfe says "In America, it is said that there are three things anyone can do: head a Boy Scout troop, coach a football team, and run a university."

Wolfe presents the gift: "It comes to you from our Forbidden City–Washington, D.C. and our Palace Museum–The Smithsonian Institution. It is a wine cup designed by our third president, Thomas Jefferson, who combined farming with scholarship and politics. Of all his accomplishments, he was the proudest of his founding of a state university, the University of Virginia, etc."

Shaanxi
June 28, 1981

Visit the Shaanxi Provincial Museum.

There are some very impressive items in the museum.

Nini and I meet a second year student in architecture at the Metallurgical Institute. He really wants to study mathematics; he is working very hard on his English in order to pass the examination to leave the country so that he can learn more in order to come back to help the country. He comes to the museum every Sunday in order to practice his English. His father is an English teacher but apparently the father does not have the time to help him.

He is very knowledgeable about the museum. One particularly interesting exhibit is that of an early "seismograph" invented by Shang Hen, who lived in 78-139 A.D. The balls fall from the mouth of little dragons and reflect the direction of the earthquake.

As we are standing near a tablet of Confucius, I introduce my guide to President Herman Branson of Lincoln University. He mentions that he is also interested in amateur acting and knows the work of Abraham Lincoln, etc. At that point, he begins to recite the Gettysburg Address word for word as Herman Branson joins in.

To see a Chinese student in the middle of China and a black university president recite that historic address rapidly and without faltering was, as Nini noted, "a very moving experience."

During the tour, I also visit with a student who works in the library at the institute. He is carrying a book with a jacket marked in English: Advanced Engineering Mathematics. When I look at it, the book turns out to be not what the cover says, but a text on English. As I glance through it the following stories catch my eye:

Lession 3 "Dr. Bethune's Interview with Chairman Mao" adapted from *The Scalpel and The Sword* by Ted Allen and Sidney Gordon.

Lesson 5: "Patients Needed," a newspaper column by Art Buchwald from the *International Herald Tribune* of April 11, 1978.

Lession 13: "The Battle of Trenton" excerpted from *The U.S.A.–Men and History* by Robert J. Dixson and Herbert Fox.

Tien Yuan Commune
July 1, 1981

On the way to the commune, our guide explains that college faculty get paid in cash; there are no deductions for not showing up at work; presumably they are paid monthly. Those in a commune are paid yearly which I find hard to believe.

The compensation for college and university personnel is:

Professors	160-320 yuan/month
Associate Professors	120-180 yuan/month
Lecturers	70-120 yuan/month

The president gets the salary of his academic rank; if he has no academic rank, then he receives 160-240 yuan/month for administrative work.

Workers would apprentice for a year at 30-39 yuan/month. They then would receive 42-120 yuan a month.

Visit with Chang Yu Tsung, deputy brigade leader of the Wu Kwei Brigade of the Tien Yuan Commune. The brigade is situated in the western part of Chengdu. Tien Yuan Commune–Wu Kwei Brigade; there are 14 brigades in the commune; there are 13 teams in this brigade; 510 households, 2,100 people. [It is 132 hectares; the commune is 20,000 mou]. We produce rice, wheat, vegetable seeds, and tobacco. We raise pigs and chickens. 310 kilos of rice were produced for each person.

In 1980, each person netted on the average 190 yuan for the year (that includes babies); those who worked harder got more. There are 348 students and 16 teachers in their 7 class primary school. The tuition fee is two yuan per semester. Each person pays one yuan per year for free medical care. If there is a serious disease, the person goes to the county hospital or to Chengdu for treatment and the collective would pay for the treatment.

There is one senior accountant in the brigade. There are a total of 4 accountants to handle the work of the 13 teams. There is another accountant responsible for health care.

Around the wall are the certificates of the prizes the brigade has won from the county and the province.

The brigade leader is responsible for agriculture. There are two deputy brigade leaders. Chang is responsible for culture, education, and health. The other deputy brigade leader is responsible for side occupations, e.g., special groups to build buildings, make bed furniture, etc.

The agricultural work must first be guaranteed. Then the brigade can develop side occupations. There are 20 types of side occupations within the brigade. They can go all over Sichuan Province. They are strong in architecture.

I ask: of the 190 yuan per year, how much of this revenue was based on agricultural production and how much was derived from side occupations? She indicates that in 1980 60% of the income was from agriculture; 40% was from side occupations. In 1981, the goal is 50-50.

Chang is 38; she has a family of 8, including two children, a father-in-law and his brother, and her husband's brother and sister. In 1980, she sold 13 pigs to the state. There was a 1,100 yuan net for the whole family. Her production of rice was 360 kilos of rice.

I ask what compensation she receives as deputy brigade leader. She gets no extra pay. Usually she is in the field. The work she does as deputy brigade leader is credited to her work in the field.

In the 15 year existence of the brigade only three graduates from the brigade have finished the university; two are back in the brigade.

I ask if she is concerned that there seem to be less higher educational opportunities for rural than urban Chinese youth.

The school in the brigade is run by the brigade. In previous years there was little attention to education. Now that has changed. She has finished high school.

I ask her how decisions are made. The commune is the basic people's government. There are meetings with the brigade twice a month. I wonder what the brigade wants from the commune that it has not received.

Very few decisions have been turned down. When I press, she claims no request has been turned down because the brigade leader is assumed to know his land.

There is competition among the brigades all the time.

Nini wonders if there are any women leaders of a brigade or commune.

Not in this commune.

A woman has limitations–she must work and look after the family. She has to do the housework.

Nini: "we understand that well."

Allan Ostar asks how the commune leader is elected.

The commune leader is not elected; the leader is paid by the state and picked by the government. If someone in the commune is capable, then they will receive a 6 month education in the duties of the office prior to appointment.

Nelson wonders if the more educated are interested in the routine work of the fields.

No. Here people with higher education are needed.

Coulter wonders if there is interest in the commune in more mechanization.

This brigade is half-mechanized. 9 half tractors; 3 large 35 horse-power tractors. There is one truck in the brigade. They use a machine thrasher. Corn is picked by hand and shelled by machine.

Chang feels that they need to improve working conditions to save labor.

Nelson elicits that the work day is 12 hours in the harvest season and 7-8 hours out of season.

Branson wonders how much produce can be sold in the free market.

23% of the product goes to the state.

60% to the brigade.

The rest is to be collectively owned by the brigade including the seeds for the next crop.

I ask how that system works when we see the people selling corn, peaches, etc. by the roadside.

Chang admits the money goes to the individual; none goes to the brigade or has to.

Branson finds out that 80% of the brigade leaders and deputy leaders are members of the Communist Party.

The Divine Light Monastery, (Xindu)
July 1, 1981

Construction presumably began in the Eastern Han (25-220 AD) period, but there is no certainty that it began then. During the Sung Dynasty (960-1280), it was considered one of the major Buddhist temples in China. As many as 3,000 monks were there. During the Ming Dynasty (1368-1644), the temple burned. Reconstruction began under Ching Dynasty Emperor Kang Hsi (1662-1723); the brochure on the monastery claims that "it was thenceforth expanded incessantly until it attained to perfection in the reign of Emperor Xianfeng." In 1956, this temple was taken under the protection of the Sichuan Provincial People's Committee as one of the major cultural sites. It was then reopened to the general public."

As we enter, an elderly lady is kneeling and praying to the first of the 500 plus Buddhas. Mrs. Yang has a brown frocked shaved bald Buddhist monk tour us through rooms which are almost always locked. There are hundreds of beautiful paintings, screens, etc. At one point we hear: "A modern painter who is not alive; he lives in Taiwan," as Mrs. Yang translates during a description of a fairly recent painting by a Chinese who now lives with the Nationalists.

There are 38 Buddhist monks; "new ones can be admitted," I elicit when I ask to what extent religious orders can be continued.

One of the most beautiful scenes in China is looking through the window of a small room into an enclosed garden with two carefully topped and shaped (I call them "toupee") trees through which you see the tiled roofs beyond.

The monk leads us through one room after another an even serves us tea, all smiles; in a major room, he bangs a drum and later a bell, all smiles.

The monk informs us that Chairman Mao and Premier Chou issued an order to protect the monastery during the Cultural Revolution. Nothing was damaged.

It is a medium sized monastery, but it has more paintings than most and there are some beautiful bronze and cloisonne vases.

The unusual items are the pagoda at entrance–it tilts–and the single pearl which has the "divine light."

I ask if any younger people are becoming Buddhists. The monk replies: "Quite a number." They come on the first and fifteenth of each month according to the Chinese calendar.

I then ask: "How many–a few hundred or a few thousand?" He replies: "Difficult to give the number–they come and they go." [Inscrutable!]

In one hall there must be 500 of the 567 Buddhas which adorn the complex. In this hall, they are all four times life size at least in girth.

Chengdu University of Science and Technology (CUST)
July 2, 1981

Vice President Wang provides a brief introduction of the structure of the university.

CUST is one of the key universities. Last year CUST belonged to the Chinese Academy of Science. Since 1981, it has been with the national Ministry of Education. This university is interested in science and technology. The ten departments include: Mechanical Engineering, Electronic Technique and Electrical Engineering, Chemical Engineering, Hydraulic Engineering, Polymer Materials, Metallic Materials, Chemistry, Mathematics, Physics, and Engineering Mechanics.

1,232 faculty; of which there are 31 professors, 114 associate professors; 776 lecturers; the rest are assistants. 3,400 students of which 20 are postgraduate. There is also a night university and a television university. There are classes to educate the teachers and faculties from other systems. There are 71 laboratories. Library has 50,000 volumes and 60,000 periodicals. [Their English description given us later claims over one million volumes]. There are workshops in each department.

Some foreign faculty teach here. Most who go abroad are in the United States including Wisconsin, Brown, Stanford, Iowa, Illinois, New York Institute of Technology, SUNY-Stonybrook, and Missouri. A few faculty go to West Germany, France, and England.

President Lazerson asks what happens to the graduates of the institution.

Most students will go to the factories, some to the research units.

Does CUST require its students to spend some time in industry?

Huang: Students at CUST study four years—8 months will be spent in industry. The second year is a very short period; in the third year, one month will be in industry with more in the fourth year. In the second year, it is mostly in university workshops; the third and fourth year is in off-campus industry.

I ask if the university supervises this off-campus work or does it depend on industry to provide the supervision.

Huang: usually the students go to the factories for research, some faculty and staff do visit them there. Industry specialists also give lectures at the CUST.

Nelson wonders if masters and doctorate degrees will be offered by the CUST.

Huang: Under discussion; Ministry has asked CUST to consider that. CUST's response is at the Ministry. The design of the curriculum is decided by the CUST.

Nelson wonders if there are common elements in the various Chinese university masters programs.

They are the same.

In response to Ostar, it is Beijing Ministry of Education to which CUST is now responsible.

I wonder if there is a plan to send faculty abroad in the next five years. If so, how many each year?

Huang: There is a plan to educate faculty abroad—either for further study or as a visiting scholar. We ask for financial aid when they are engaged in research abroad. If there is work for further study, the PRC will provide the assistance.

Lazerson wonders if there is an interest in studying at the level of the masters degree.

Huang hopes students will gain the masters degrees, but the faculty would not go for that purpose.

I pursue that—the faculty emphasis will be on research?

Usually the faculty will spend 1 or 1½ or 2 years abroad.

Ostar wonders how many students the CUST plans to send to the United States for postgraduate work.

Huang: The students who wish to go abroad will need to take the national examination.

There are 10,000 postgraduate students in China; 1,500 will go abroad to get masters degrees; most will get their masters degree in China. In addition, some will go abroad to secure the masters degree at their own expense.

Ostar wonders if the students will be selected regardless of where they are from in China.

Huang: Which 1,500 students go abroad will depend on the specialties needed in China. If the specialties are not available in China, then they will be sent abroad to secure knowledge of them.

Lazerson mentions Sichuan's need for those with a knowledge of hydroelectric power. Would those seeking that specialty be sent abroad?

Wu: if the specialty in Chinese and U.S. universities are the same, then the students would not go abroad.

Xiu mentions needed specialties in polymer materials: polymer semi-conductor; photo-conductor realogy.

I ask what other specialties represented here can best be met by study abroad!

Chemical reaction engineering; precision machinery design; dynamic data systems; microprocessors; and the application of microcomputers to design.

Lu of electrial engineering adds: computer diagram circuit design and automatic control systems.

Wu of hydraulic engineering adds: work in sediment transportation; hydroelectric power system engineering; laser wave to measure speed of water.

Nelson asks to what degree is CUST interested in solar or nuclear energy. There are not such specialties at the CUST.

I try to untangle the problem of sending existing faculty or potential faculty (students who must pass a national examination) abroad to study these specialties.

It is agreed that the needed specialties are the same for both students and faculty.

Lazerson adds that his institution has a strong group in automatic controls. He could offer tuition, some room and board. Southern Illinois is working with McDonnell Douglas in St. Louis to develop Computer Aided Manufacturing (CAM).

CUST is more interested in Computer Aided Design (CAD).

Ostar gets back to how the 1,500 students who are to go abroad will be selected.

Huang replies: By their scores on the national examination and by their specialties.

I ask if there is to be a "fair share" of those students, by specialty, for each province.

There is no student assurance [or geographic quota1] by province; it depends on the examination, specialties, and foreign language capability. As to the specialties needed that depends on the characteristics of each institute. There is no specialty need in the east coast institutions for some of the needs of those in the West.

During our tour of the campus, I ask Huang about the CUST budget. He tells me that it is about 3 million yuan annually of which 1,230,000 yuan are spent for faculty, 1,200,000 yuan are spent for support staff; 20,000 yuan are spent on the library, and 120,000 yuan are spent for equipment.

Shanghai Second Medical College
July 8, 1981

Vice President Cao Jin-kang briefs us: "the Shanghai Second Medical College is called that because there is a Shanghai First Medical College. It was founded in 1952. 10,000 have graduated since 1952. In recent years there were no graduates as a result of the Cultural Revolution. The college was suspended for more than 10 years. There are 30 foreign trainees who come from Asia and Africa. In addition to the college, there are attached schools to train medical technicians.

The college has a program in Basic Medical Sciences—Pre-Clinical and General Medicine, Dentistry, etc.

Recently the college has developed a specialty in biomedical engineering.

There are four teaching hospitals attached to the college with a total capacity of 3,085 beds.

There are 500-600 students in each of the four classes for a total student body of 2,400. There are 70 professors, 139 associate professors, and 600 lecturers. The total faculty is 950. During the Cultural Revolution no students could be trained and thus we have an inadequate number of younger faculty.

The college offers a 5-year program. Students spend 2½ years studying the basic courses and another 2½ years in the hospitals taking the clinical courses and performing the internship.

The college accepts students directly from middle school.

[Because there had been a suspension of higher education for much of the Cultural Revolution, when that ended and merit was restored], in 1978, there were many older students admitted.

There are three different departments: Dentistry, General Medicine, Pediatrics.

Students will also get a certificate for completion of their work in one of these specialties."

Mrs. Malpass asks at what point the medical student assumes full care of the patient.

Cao replies that the students do not take full care of the patient until they graduate from the institution.

More than 50% of the students are women.

In response to Lazerson, Cao indicates that there is a special committee in each area, e.g., Shanghai, which reviews the students. If the students apply to the Second Medical College, then they must be up to the standard for each section of the national examination. The lowest score acceptable on a section is 70 out of 100.

What are the other factors?: health; cannot be color blind; nearsightedness at a certain degree; no special treatment is given for those who come from the rural areas.

The total scores should be basic; however, since this is a medical college, we give preference to the score on the chemistry portion of the examination. [Later a professor tells me they also favor students who know the Chinese language which I find hard to believe.]

The college chiefly enrolls students around Shanghai. The salary of new medical graduates is 54 yuan/month.

Wright elicits that the students who are trained to be doctors and dentists have the same basic courses. If you are trained to be a medical technician or nurse, there are different basic courses. Nurses take a three-year course.

All 500-600 students previously mentioned are trained to be doctors. There are an additional 1,000 each year who are in nursing, pharmacy, medical technician.

The First Medical College in Shanghai is under the Ministry of Public Health.The Second Medical College is under the Shanghai Bureau of Higher Education.

They offer a Bachelor of Medicine degree, but that is it for the foreseeable future re"doctors." There will be an M.D. degree, but few will get it.

Branson wonders if doctors who graduate could practice medicine privately.

Cao replies that doctors are in great shortage. It is impossible to have doctors run a private clinic. Most Chinese people enjoy free medical care.

The ratio is 1 doctor to every 1,000 people. There are 10,000 doctors in Shanghai.

I ask: is there any discussion in China of a four-year liberal arts and sciences education being required prior to admission to medical school.

"So far no discussion, but it seems quite necessary, We do believe that our 1st year medical students should learn more Chinese language."

I mention how America is now learning from Chinese herbal medicine and ask: "Where are you striking the balance between teaching Chinese and Western medicine?"

Cao observes that the Medical College has Western medicine as its basis. There are some courses–200 hours of instruction–in Chinese medicine.

In recent years, after graduation few doctors have gone to the countryside. "Barefoot Doctors?"–They are locally trained, no regular medical instruction.

Branson wonders what special problems are offered by the 30 foreign students from Africa and Asia.

They must learn Chinese; they first study for one year in Beijing. In the beginning there is a language problem. . . .

There were no doctors graduated during the Cultural Revolution.

Lazerson wonders why the Chinese are willing to give up places to foreign students if there is a doctor shortage in China.

Cao: "Some countries have an even greater shortage than China and we should help those in more difficulties. The Ministry of Public Health made that decision."

The university controls the quality of the work in the hospital.

Branson wonders if there is an examination a doctor must pass before practice can begin.

A doctor only needs to pass the final examination given by his or her college.

Do you have a national organization of doctors?

Yes. The Chinese Medical Association.

Chin plans to set up a special course in biomedical engineering and would like our advice.

Nelson speaks of adding medical education to one who has had an engineering education.

I stress the need to bring together doctors and engineers to address common problems rather than to expect most students to secure two degrees.

Lazerson urges that there be joint lectures. I add: "Too often we let the students do the integration when it is the faculty who should integrate knowledge by working together to develop the course prior to when it is given."

Dong raises a question on how a course on clinical chemistry should be prepared.

Several members promise to send material.

PROSPECTS FOR EXCHANGES

Editor's Note: Because these conclusions are drawn from the remarks of several delegates on the China mission, the opinions will be introduced by the author's name.

Wolfe: There is evident interest on the part of the Chinese central government and of provincial authorities in broadening educational contacts and establishing closer ties with American higher educational entities.

Everywhere we went this interest was made clear. Less clear were the form, content, bases and auspices through which this expansion should occur. In regard to finance, the questions were larger. The shortage of Chinese foreign exchange presents some difficult questions for the development of solid, continuing programs. On the U.S. side, the lack of an aid program, the prospect for reduced expenditures for educational and cultural exchange combined with reduced interest on the part of state governments to support international programs, may present some hurdles that need imaginative 'transit' if programs of exchange are to develop in the future.

Basic to the contemporary Chinese perceptions of their needs are two or three special needs in postsecondary education. First is to accelerate the rate of English learning among Chinese students and professors. Second is to intensify studies of scientific and technical disciplines and professions. Added to the foregoing is an oft-repeated interest in improving management studies—particularly as they may affect science administration and industrial management.

Among the questions AASCU institutions must address as we approach the questions surrounding exchanges are these: Can we usefully and effectively help Chinese institutions with exchanges, including reciprocal faculty trades, student study opportunities, and scholarly assignments for postdocs? If so, in what fields, at what levels, for what periods of time, and at what cost?

Many Chinese institutes and universities already provide for meeting local costs and living for foreign visitors. The arrangements vary in quality, but the Chinese pattern is fairly well established. Visiting faculty members and students from abroad receive quarters and lodging. Faculty are paid at a special local rate well above the salary scales of local professors. Their

perks may also include use of a car on weekends and some flexible travel privileges while inside China that are not available to Chinese nationals. Basically the arrangements are generous and well intended. They are also lonely and tend to produce a feeling of isolation among the foreign visitors.

Basically, the Chinese behavior toward foreign scholars and students reflects the long history of foreign *suspicion*. It is now compounded with Communist Party suspicion of non-Communists and maintenance of singular discipline combined with a vague suggestion of inferiority. However it is explained, the result is a form of academic apartheid of which the foreigner is the victim. Another victim is the goal of improvement in educational process and technique which the suggested exchanges are intended to remedy.

Problems With Exchanges

Beal: As noted above, the need, the desire, and the willingness to engage in those experiences and arrangements leading to the exchange of faculty and students obviously is genuine. And in spite of the differences and problems and the expectation that the U.S. will "give" more than it "gets", there is every reason to continue to work with our counterparts in China on the achievement of bonds of exchange which strengthen the relationship of the two countries and which will greatly assist the PRC.

We shall experience difficulty in dealing with the Chinese infrastructures. The manner and type of control that extends downward from ministries is isolated from the conduct of education. Wrapped in traditional ways of doing things, there exists in the lives of many the consummate paranoia that today's innovators will be tomorrow's vilified victims of self-criticism sessions.

It will be some time before China can rely on its own resources for the preparation of the human capital so necessary to the operation of a university. New fields to study drawn from basic disciplines in the sciences are just not in evidence and the backwardness caused by the Cultural Revolution has created severe shortages of not only the numbers needed, but the critical necessity of "retreading" those cast aside when the universities were largely closed.

How to effect these changes without mirroring the U.S. university and to do so rapidly presents serious complications. Bringing the PRC faculties and researchers here in sufficiently large numbers is, of course, as obvious as it is necessary.

We were continually concerned with the inbreeding evident within faculties, administration, and regions from which student enrollment was drawn. Partly, this is understood by the traditions inherent in Chinese culture.

Of a more serious and insidious nature is the problem of "drones" on the faculties. These are remnants of the Cultural Revolution who became a

part of the university solely because of their political zeal. They remain, they are being paid, they constitute a serious drain on university resources and they are the threatening inhibitors in the way of progress. On some campuses, they outnumber those whose qualifications are not subject to question.

Facilities, including buildings and equipment, are by no means comparable to those of AASCU institutions. Libraries need updating, are woefully lacking in storage and shelving, and consequently are inaccessible, particularly to undergraduate students. Living arrangements for our students would require on the part of the Chinese, some consideration of spaces far less spartan than those we saw but which, if too separate, gives rise to problems of another kind and defeat the purpose of the exchange program.

Day: Exchanges come in various kinds; undergraduates, graduates, faculty or other staff, programs. As general observations, the language problem will be difficult to overcome–particularly for U.S. citizens going to PRC. Next, questions of equity and national pride require that exchanges be more or less *quid pro quo*. This obvious point is very difficult to achieve, as several of our briefing books pointed out and as we found out for ourselves. Being state colleges and universities, many with limited nonstate resources, we have to face the politics of spending state monies out of state (out of country)–in very tight years. On the Chinese side, the fragmentation (as we would see it) of various colleges being under different administrations–locally and nationally–makes for very difficult coordination. These two problems can be overcome by private U.S. universities, or foundations, or even public universities with autonomy. But for state-run U.S. institutions, it's difficult, especially as it would seem that the fundamental mode of exchange would be the host institution paying all costs for the visitor in the host country.

Undergraduate Exchanges

Beal: I must confess I left the PRC with a mixture of feelings about the extent to which students from my own institution could make a reasonably successful adaptation to conditions as they exist on most of the campuses I visited. Exceptions would include the University of Wuhan and Shanghai Normal University among others. I suspect that many of our undergraduate students would have the potential of serious problems elsewhere.

While it may be a good experience for undergraduates to be weaned away from the coddling they receive on most of our campuses, mine in particular, I think they would find the distance between themselves and the Chinese faculty, the hardships of living and gaining access to knowledge as in the case of textbooks and library facilities and, in particular, the language barrier intolerable for many at the present time. There is the possi-

bility that there may be an occasional undergraduate student who, for a semester at most, might manage fairly well, but the adjustment in any case would be severe.

Day: At the undergraduate level, the most difficult problem for equal exchanges would be living arrangements for U.S. students in China. It is not so much the difference in conditions, e.g., less privacy, different food. Rather, it is the tension between the Chinese wanting all students to live on the campus, and also wanting U.S. students not to mix into the Chinese student body too much. On this end, we face the problem of finding enough money—waiving nonresident tuition, living expenses, etc. And, of course, for traditionally aged undergraduates there is always a concern for the level of maturity. I believe that it will be very difficult to arrange appropriate exchanges of undergraduates.

Graduate Exchanges

Beal: Graduate students, on the other hand, being more mature, having a more specific research purpose in mind would, I believe, receive greater individual attention by Chinese faculty. An exchange at this level could be very beneficial to our graduate students, particularly those in linguistics, selected areas of the sciences, the arts, humanities, and possibly teacher education.

I leave aside the funding arrangements and the difficulties which exist at the present time. In a word, I believe we shall have to understand that the exchange program will result in an imbalance in favor of the Chinese who are eager and who may find the means to finance their education in this country. We shall, of course, have to overcome some of the attitudes in China which at the present time are not encouraging of students who seek on their own initiative to make arrangements for study in the United States. Indeed, I am told that a passport under these conditions is almost impossible to come by. There apparently remains the Chinese suspicion that unless there is a mentor outside a university who would be supportive of a student, we run the risk of being accused of preparing Chinese students who will return to PRC as U.S. spies.

Faculty Exchanges

Beal: A word here about faculty exchange which, I believe, has even greater possibilities for AASCU colleges. As the language barriers diminish, I believe we should be aggressively seeking means whereby for short periods of time our faculties might arrange for visits to selected institutions in the PRC. In turn, we would make the same arrangements for Chinese faculty to spend periods of time here, particularly in technical fields including, of course, computer science, engineering, agriculture, and education.

In my view, exchange faculty must keep in mind that, at the present time, some reports from faculty members who have been in China indicate concern about isolation from the mainstream of Chinese institutions. I was told that this stems from a residual fear on the part of Chinese faculty that an association with Americans could be viewed as detrimental to the future best interests of Chinese faculty. Kept in mind is the significance in Chinese society of the word "retribution" and we must understand if Chinese faculty members protect themselves occasionally by keeping a distance from U.S. colleagues.

Day: In the case of faculty or other staff, the likelihood of a matching *quid pro quo* arises. Here, the language problem is probably paramount. While exchanges of scientists and technology faculty are most supported by the Chinese, the U.S. counterparts would have a difficult time really mixing into the Chinese scene. If the U.S. persons were Chinese scholars, then again we have the problem of various ministries and colleges. Nonetheless, I think something meaningful can be done here, particularly if the number gets large enough so that a coordinating effort by an organization like AASCU can channel different scholars to different places.

Staff/Programmatic Exchanges

Day: But there might be other staff for which exchanges could work—lab technicians; middle- or high-level computer center personnel; student affairs experts; library people. In short, many of the logistical support areas which we take for granted might be of interest to both sides if properly approached. And, the problems of money and public support might be ameliorated. (Of course, language is still a problem.)

With respect to programmatic exchanges, I am thinking of two kinds. First is the kind we discussed, i.e., exchanges of music groups, or possibly other performing art groups. We probably could, fairly easily—especially with AASCU help—arrange tours for such groups, from both sides. This reduces to an entrepreneurial activity of a known kind.

A different kind of program exchange occurred to me while visiting some of the Chinese campuses. In the next decade or so, internationally broadcast teaching programs—in real or delayed time—can become quite important. The satellite communications links are in place, and it becomes, really, a State Department problem. This was on my mind anyway because we are pursuing the same idea with Mexico, and possibly Brazil. At SDSU we have the public broadcasting radio and TV licenses and stations. We have direct access to satellites here, and we have current experiences in real time broadcasting of classes to our other campus. We will be very actively exploring these areas, and AASCU might well be a good forum and agent when it comes to China.

Moreover, when one combines satellites and TV communications with computer linkages, there is the even more exciting possibility of "program exchanges" of computer capability. Or, of library resources, etc. I believe these kinds of international exchanges are at a point where the technology is in place, where it is not a question of large sums of money, but only of international relations. Universities can play a very important part here, for they are "neutral corners," nonpartisan arenas for such interrelationships. Also, the *quid pro quo* constraint is looser. We at SDSU, for example, with relatively little money from Washington to cover program development costs, would be very happy to go in this direction with no immediate return visible–because such educational activities are our mission. China may welcome such activities, with a modest (perhaps mainly cultural) return, without the usual level of concern about absolute parity–because such arrangements are precisely (as I read it) aligned with their current modernizations.

Conclusions

Bond: I concur with the notion that faculty and student exchanges are feasible, even though they will likely serve different kinds of clienteles; for the Chinese students who are interested in science, technology, and English; for the U.S. students (largely graduate) who are interested in Chinese language and literature and in the humanities and social sciences. I do not think that these field differences should deter us from pressing forward.

I can also contemplate groups of undergraduate American students going to China, though I think that individuals going alone will be very difficult and exceptional, largely because of the language/cultural/accommodation problems. Rather, I could see groups of students with U.S. faculty and/or staff–similar to what Goshen is doing. In fact, I'd like to arrange for such a group to do so.

Beal:

- We should do all we can to bring Chinese graduate students to the United States and aggressively pursue solutions to financial support problems in both countries.
- We should encourage Chinese faculty qualified to do so to join our faculties and carry out teaching and research.
- We should be very cautious in sending our students and faculty to the People's Republic of China. I see little possibility of equity in the exchange process. From our vantage point we will give more than we get, but we should be hard bargainers.
- China still harbors some fears about the U.S. influence on Chinese students. The development of individuality scares them to death–and it probably should!

- We should send all the books and other reading materials, as well as films the Chinese are willing to accept with the promise, of course, that they will have use of them.

- We should encourage brief China visits of our own faculty to hold seminars, etc., particularly in scientific-technical fields, including computer technology.

- Cultural exchanges in the performing arts and the fine arts should be expanded and we should seek government support for these activities. Also, with satellite communication technology as advanced as it is, perhaps AASCU, in cooperation with the Department of State, might explore linkages that could carry programming to and from both countries. Included in this programming could be cultural, as well as scientific, programming.

FOLLOW-UP ACTIVITIES

Virginia Russell, Senior Program Associate
Office of International Programs, AASCU

"The AASCU Office of International Programs attempts to generate those opportunities which are likely to have a follow-up in terms of linkages, exchanges, and other forms of international educational cooperation. . . ."

General Guidelines for AASCU Delegations Going Overseas

Student Exchange

Even before the AASCU delegation's return to the United States in mid-July 1981, follow-up activities had already begun. Prior to the delegation's departure, AASCU President Allan W. Ostar was asked by Mr. Li Tao, Director of the Bureau of Foreign Affairs of the PRC Ministry of Education, to provide the assistance of the AASCU Office of International Programs (OIP) in placing 20 Chinese students in graduate programs at AASCU state colleges and universities. The students, who were carefully selected by the Ministry of Education from among thousands who applied, were to be funded by the Li Foundation in New York. The students' disciplines ranged from fruit horticulture and computer technology to English literature and international trade. During the course of the past year, OIP has worked closely with the Li Foundation, the Embassy of the People's Republic of China to the United States in Washington, DC, the Ministry of Education in Beijing, and presidents, deans, foreign student advisors, and admissions officers at a number of AASCU institutions to place these students in programs ideally suited to their academic needs. As of this writing, all of the students have been placed in graduate programs—chiefly at those AASCU institutions represented on the July 1981 AASCU Mission to China. Approximately two-thirds of the students have already begun their programs, and the remaining one-third are expected to be enrolled by September 1982.

The twelve AASCU member institutions participating in this exchange program are listed below:

California State Polytechnic University, Pomona
California State Polytechnic University, San Luis Obispo
California State University at Long Beach

Idaho State University
North Texas State University
San Diego State University, California
Sangamon State University, Illinois
Southern Illinois University at Edwardsville
State University College at Fredonia, New York
University of Alabama in Huntsville
University of Northern Colorado
West Virginia Institute of Technology

During fall 1981, AASCU signed four major exchange agreements with educational entities in the PRC. These agreements resulted from discussions held by the PRC delegation that visited AASCU and 14 of its member institutions in October and November 1981, as well as by the AASCU delegation which visited China in July 1981.

Chinese Education Association for International Exchanges

The first agreement was signed October 13, 1981, in Washington, DC, between AASCU and the Chinese Education Association for International Exchanges, a new organization established by the PRC Ministry of Education to facilitate educational exchange programs. The agreement, signed by President Allan W. Ostar for AASCU and by Li Tao, Director of the Bureau of Foreign Affairs of the Chinese Ministry of Education, calls for AASCU to act as a "matchmaker" between Chinese and U.S. universities (see Appendix). This agreement was the first such agreement to be negotiated between the Chinese Education Association for International Exchanges and an educational agency in another country. The major intent of the agreement was to open up new channels of cooperation between U.S. state colleges and universities and regional universities in China.

Visit of PRC Delegation to United States

The first exchange to take place under this general agreement was the visit of ten presidents of Chinese provincial universities and heads of bureaus of higher education to the United States in October and November 1981. The names of members of the delegation from the People's Republic of China follow: Lin Chuan, Director of the Bureau of Higher Education, Guangdong Province, and chairman of the delegation; Mr. Liu Yong-bo, Deputy Director of the Bureau of Higher Education, Shanghai and vice-chairman of the delegation; Mr. Zhao Ji, President of Yunnan University, Kunming, Yunnan Province; Mr. Tong Jufu, Deputy Director of the Bureau of Higher Education, Gansu Province; Mr. Jiang Junzheng, Deputy President of Heilongjiang University, Harbin, Heilongjiang Province; Mr. Chen Mingyan, Deputy Director of the Bureau of Higher Education, Shaanxi Province; Mr. Sun Taolin, President of Anhui University, Hefei, Anhui Province; Mr. Zuo Wei, President of Xiangtan University, Xiangtan, Hunan Province; Mr. Zhuang Yijun, Deputy

Director of the Bureau of Higher Education, Jilin Province; and Mr. Lian Zhijie, Director of the Bureau of Higher Education, Guizhou Province. The Chinese delegation was accompanied by Mrs. Yang Weihei of the Ministry of Education and by Mr. Shen Zongmei of the Embassy of the People's Republic of China to the United States who served as interpreters for the delegation.

During their three-week visit to the United States, the Chinese delegation visited AASCU campuses and met with AASCU president and chancellors at the AASCU Annual Meeting in Colorado Springs, November 8-11, 1981. Breaking up into two groups, the members of the Chinese delegation visited the following 14 state college and university campuses: The College of Staten Island, New York; University of Alabama in Huntsville; North Texas State University; San Diego State University, California; Western Illinois University; Southern Illinois University at Edwardsville; California State University at Long Beach; State University College at Fredonia, New York; Florida International University; University of Northern Colorado; Lincoln University, Pennsylvania; Sangamon State University, Illinois; Idaho State University; and California State Polytechnic University at Pomona.

During campus visits, the Chinese educators evaluated program possibilities for future exchanges and cooperative projects between their provincial universities and these selected AASCU institutions. They met with academic administrators, faculty, students, and local community leaders in their journey throughout the United States.

The visit of the delegation from the PRC was purposely scheduled to coincide with the AASCU Annual Meeting in Colorado Springs, thus giving the members of the delegation the opportunity to meet with over 250 presidents and chancellors of AASCU institutions to discuss issues of mutual concern and interest.

Shanghai and Anhui

During the annual meeting, the session on "AASCU-PRC Education Relations" was highlighted by the signing of two more major educational exchange agreements, which had been negotiated in meetings in Washington, DC, and Colorado Springs. These agreements were signed between AASCU and the External Relations Committee of the Six Institutions of Higher Learning in Shanghai and between AASCU and the Higher Education Cooperation Commission of Anhui Province. The provisions of the two agreements are similar to those of the first general agreement but are more specific regarding implementation and fiscal arrangements (see Appendix).

Follow-Up to Visit of the PRC Delegation to the United States

As a result of the visit of the delegation from the PRC to AASCU and some of its member institutions, a number of exchanges are currently underway between AASCU institutions and universities in China. To name but a few of the arrange-

ments: California State Polytechnic University, Pomona has signed formal agreements with Heilongjiang University (Harbin) as well as with Yunnan University (Kunming); Western Illinois University has signed a formal agreement with the Shandong College of Oceanography and has informal arrangements with Fudan University (Shanghai) and Yunnan University; State University College at Fredonia (NY) is currently discussing faculty exchanges with People's University and a cultural exchange (Fredonia Jazz Ensemble) with Guangdong Province, Sangamon State University (IL) is discussing a faculty exchange with Heilongjiang University; Western Carolina University (NC) is engaged in a faculty exchange arrangement with Yunnan University; and Midwestern State University (TX) is exploring educational exchanges with Xiangtan University, Xiangtan, Hunan Province. The AASCU Office of International Programs is currently working to link universities in Shanghai and Anhui with the AASCU institutions with whom they have requested exchange relationships.

Jiangsu

A fourth agreement was signed November 18, 1981 between AASCU and the International Exchange Association of Higher Education Institutions of Jiangsu Province (see Appendix). Preliminary discussions of the agreement's contents took place in the summer of 1981 when the AASCU delegation had visited Nanjing. The first major exchange under the terms of the agreement will be the visit of a five-member delegation from Jiangsu Province in mid-October 1982. The delegation will visit selected AASCU institutions and will participate in the AASCU Annual Meeting in Nashville, Tennessee October 31-November 3, 1982, with a view to the development of exchanges with specific AASCU institutions.

Conclusion

The AASCU Office of International Programs continues to work closely with AASCU member institutions and with Chinese universities and consortia of universities to increase the number of bilateral educational exchanges between our two countries. These exchanges, based on the spirit of reciprocity, have been created to further the mutual understanding and goodwill between the peoples of China and the United States. We believe that the foundation we have laid is a solid one and are mindful of the Chinese proverb "that to plan for a season, one plants corn; to plan for a decade, one plants trees; and to plan for a generation, one educates ones children." The future both we and the Chinese seek for our children is best nurtured by the free exchange of ideas and peoples. It is our hope that the number and quality of the exchanges between AASCU institutions and universities in China will increase and will help create that future.

Agreement between the Chinese Education Association for International Exchanges and the American Association of State Colleges and Universities on Educational Exchanges and Cooperation

The Chinese Education Association for International Exchanges (hereinafter referred to as Chinese Party) and the American Association of State Colleges and Universities (hereinafter referred to as American Party), for the purpose of promoting educational exchanges and cooperation between the institutions of higher learning the two parties represent respectively, have agreed as follows:

Article 1

This agreement is mainly to provide extensive opportunity for and strengthen the inter-institutional exchanges and cooperation between colleges and universities the two parties represent.

Article 2

The exchanges and cooperation conducted under this agreement, on the basis of equality and mutual benefit, will be in the fields of engineering, science, technology, humanities and social sciences and may include the involvement of professors, visiting scholars, graduate students, education officials, educational materials and cooperative efforts in scientific research project which is of interest to both parties.

Article 3

The secretariate of Chinese Party and the office of International Program of American Party will be designated to play the role of coordination and provision of information for the implementation of specific program.

Article 4

The specific implementation program in the field of common interest can be developed by the parties through consultation.

Article 5

Both parties agree that each party, if necessary, can send out representatives to the country of the other party for program evaluation. The sending party will cover the international fare and local costs of meeting will be covered by the host party. The principle of reciprocity for such meeting will be implemented.

Article 6

This agreement will be effective immediately upon signature of officials representing the two parties. It shall remain in force until the expiry of six months from the date on which either Party shall have given written notice of termination to the other. Any specific program then in progress will not be affected.

October 13, 1981

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Basic Agreement between
the Higher Education Cooperation Commission
of the Province of Anhui, China
and
the American Association of State
Colleges and Universities

The Higher Education Cooperation Commission of the Province of Anhui, China (hereinafter referred to as Chinese Party) and the American Association of State Colleges and Universities (hereinafter referred to as American Party), for the purpose of promoting educational exchanges and cooperation between the institutions of higher learning the two parties represent respectively, have agreed as follows:

Article 1

This Agreement is mainly to provide extensive opportunity for and strengthen the inter-institutional exchanges and cooperation between colleges and universities the two parties represent.

Article 2

The exchanges and cooperation conducted under this Agreement, on the basis of equality and mutual benefit, will be in the fields of engineering, science, technology, agriculture, medicine, the humanities and the social sciences and may include the involvement of professors, visiting scholars, graduate students, education officials, books and periodicals and cooperative efforts in scientific research projects which are of interest to both parties.

Article 3

The Secretariat of the Chinese Party and the Office of International Programs of the American Party will be designated to play the role of coordination and provision of information for the implementation of specific programs.

Article 4

The Exchange Program and the implementation of cooperation will be developed by the Parties through consultation. Individual agreements can also be signed directly between the universities of both parties and the latter will be kept informed of these agreements.

Article 5

Both parties agree that each party, if necessary, can send out representatives to the country of the other party for program evaluation. The sending party will cover the international fare and the local costs will be covered by the host party. The principle of reciprocity for such meeting will be implemented.

Article 6

All fiscal and other arrangements necessitated in the implementation of Article 2 will be negotiated directly by the universities and individuals concerned.

Article 7

This Agreement will be effective immediately upon signature of officials representing the two parties. It shall remain in force until the expiry of six months from the date on which either Party shall have given written notice of termination to the other. Any specific program then in progress will not be affected.

November 10, 1981

Basic Agreement between the External Relations Committee of the Six Institutions of Higher Learning in Shanghai The People's Republic of China and the American Association of State Colleges and Universities

This Basic Agreement is concluded between the External Relations Committee of the Six Institutions of Higher Learning in Shanghai, the People's Republic of China, and the American Association of State Colleges and Universities (AASCU) of the United States of America.

This Basic Agreement, which follows the visit in June-July 1981 to the People's Republic of China of the Delegation of AASCU, aims at developing cooperation between the institutions of higher learning of AASCU and those in Shanghai on a basis of reciprocity and with special emphasis on collaboration in engineering, applied technology, the social sciences and the humanities.

Article 1

The respresentatives from the External Relations Committee of the Six Institutions of Higher Learning in Shanghai, the People's Republic of China, and the representatives from the American Association of State Colleges and Universities of the U.S.A. will work respectively through the office located in the Shanghai Bureau of Higher Education and the Office of International Programs of AASCU located in Washington, D.C. Academic exchange and cooperation between the institutions of higher learning affiliated with each party to the agreement will be organized by both parties.

Article 2

Academic exchanges between the parties to the agreement might include the following:

A. Sending of undergraduate and graduate students by both sides. The Chinese side would consider receiving undergraduate and graduate students and visiting scholars interested in a number of fields and especially the humanities and the social sciences. The American side would consider receiving undergraduate and graduate students and visiting scholars interested in a number of fields and especially in engineering, the natural sciences and medical science, English language and English and American literature;

B. The exchange of information, materials, books, academic essays and publications to be agreed to by both sides;

C. Joint research to be carried out on subjects of mutual interest;

D. Invitations, by both parties, for short-term lecturers and specialists.

Article 3

The annual exchange plans will be put forward by the office of the External Relations Committee of the Chinese side and by the Office of International Programs of the American side. A lead time of about one year should be allowed in proposing

specific plans and individuals. Full documentation on credentials and purposes of individuals should be made available as soon as possible. Plans will be put into effect as soon as agreement is reached by both sides through correspondence. More consultations will be held at necessary during the implementation of the plans.

Article 4

The institutions of higher learning affiliated to each party could also establish direct contact on the basis of mutual understanding. The institutions concerned could sign memoranda of agreement on the contents of academic exchange, financial budget, principles of mutual benefit and other details. Copies of the memoranda should be sent to the principal parties to this Basic Agreement.

Article 5

The exchange of teachers, lecturers and consultants on a short-term or long-term basis will be considered by both sides. All fiscal and other arrangements will be negotiated directly by the universities and individuals concerned.

Article 6

The term of validity of this Basic Agreement, after signing, will be three years. The Agreement will become invalid six months after a written request to terminate it is put forward by either party. The exchanges already in progress will be completed even if they extend beyond the termination of the Agreement.

This Basic Agreement is written in the Chinese and English languages. The texts in these two languages have the same effect. The Basic Agreement will become valid on the day of signing by both parties.

November 10, 1981

Basic Agreement

This document represents an Agreement between the American Association of State Colleges and Universities (Party I) and the International Exchange Association of Higher Education Institutions of JiangSu Province, People's Republic of China (Party II).

I. Objectives

The purpose of this Basic Agreement is to record the understanding and commitment of the two parties to cooperate in strengthening educational collaboration between the universities and higher education institutions of Party I and Party II, especially but not exclusively in the fields of engineering, science and technology.

II. Program Implementation

Party I, through its Office of International Programs, and Party II, through its office, will play the role, as necessary, of central agencies for information about, facilitation of, coordination of new programs to be developed between IEAHEJP (Party II) and AASCU (Party I) colleges and universities.

The needs of both parties will be registered, reviewed coordinated and expressed by these two central agencies to each other. Subsequent implementation will be pursued vigorously.

Without attempting to be all-inclusive, this Basic Agreement, envisages implementation through specific Sub-Agreements, which might include the involvement of consultants, professors, researchers, students, and education officials. Such Sub-Agreements could relate to one or more universities at both ends, and each will include specific coverage of budget implications and other responsibilities. Throughout the program, the principle of reciprocity will be implemented whereever possible.

III. Monitoring-Evaluation of the Agreement Implementations

It is considered by the two parties that it is necessary for both sides to monitor the progress of this Basic Agreement. Therefore, a group to perform the mission will be set up by each party. Written correspondence will be the customary working method for these two groups, but when necessary meetings for consultation and decision will be held, alternately in one country, then in the other. The international travel fee will be covered by the invited country, the rest of the costs during the meeting will be covered by the host country.

IV. Timing and Renewal or Termination of Agreement

This Basic Agreement will become effective immediately upon signature of officials representing the two parties. It will remain valid until terminated by either Party with a written notice of six months, with the understanding that any Sub-Agreement of the program of cooperation then in progress will be completed according to the provisions in that Sub-Agreement.

November 18, 1981